

# Educational Supplement

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## PERSONAL COLUMN

There used to be – and may still be – a test taken by children called the Birkbeck Aptitude Test. One of the questions contained a set of nouns and adjectives, against each of which you were meant to put the first thing that came into your head.

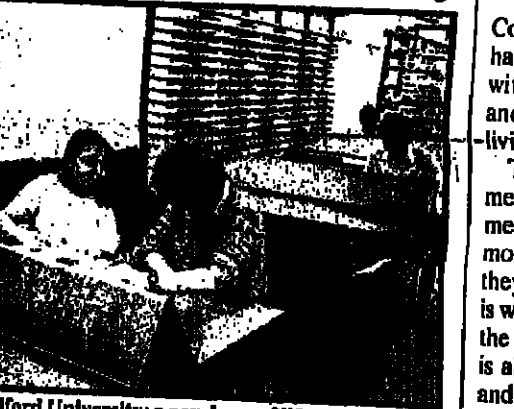
At the time I took the test, the purpose of this question was utterly mysterious. But I have since come to realize that it would have its uses in sociology and social history.

If, for example, the question had been set for dons and students in 1900, the most common results might have been: "universities" – "learning"; "science" – "exciting"; "philosophy" – "profound"; "academics" – "brilliant", and so on. Apply the same test today and one would almost certainly find: "university" – "declining"; "science" – "under-funded"; "philosophy" – "jobless"; "academics" – "underpaid". Quite a shift in sentiment.

What has brought about the change? A reduction in government funding? Hardly. In 1900, there was almost no funding; now, the Government spends millions each year.

The cause of the shift is exactly the reverse: it is the vast increase in government funding, and the accompanying reduction of initiative and independence that has done in the universities.

The life-breath of a university is adventure, change, excitement, eccentricity – the confidence to venture into the unknown without any hint of whether it will prove fruitful. It is little short of a miracle that any spirit of adventure survives under a system of central funding and rational planning.



Salford University: a new lease of life



OLIVER LETWIN

## Academic enterprise

**'The vast increase in government funding... has done in the universities'**

The system's administrators and advocates inevitably tend towards favouring the established and the respectable. Freud would never have got a grant from the Economic and Social Research Council; Darwin would never have been made a director of a research centre; Hobbes would never have got a PhD.

In practice, over the past half century British universities – though growing in number – have gradually lost the excitement that once made them the envy of the world. Their attention has been focused more and more on establishing respectability, satisfying administrators, filling in forms and making plans.

The policies of the University Grants Committee under the present Government have, if anything, made matters still worse, with more rational planning, more forms and more searches for respectability – a living-death-for-any-university.

The only salvation is true independence: a measure of government funding by all means, but supplemented by large sums of money raised by individual academics which they can spend at their own discretion. That is what happens in the United States, where the funding for many of the best universities is almost all private and where confidence and excitement are growing.

"Yes, but," say cynics, "it would never

happen here." Well, it has: at Salford University, where a remarkable vice-chancellor has given the place a new lease of life.

But something even more interesting, and much less well known, has been going on in the gloom of London's Mile End Road. Over the past seven years, a remarkably distinguished group of professors, lecturers, research fellows and others have gathered together in a so-called "centre for commercial law studies" under the aegis of Queen Mary College in London University.

The name of the centre, like its address, belies both its aims and achievements. This is no tedious cramming-house for would-be corporate lawyers.

In the words of its own prospectus, the centre's aim is to "identify legal problems of the future" and to act as "a forum for the testing of new ideas".

Its attitude to research is unashamedly pure and academic. "For the true legal scholar there are few pleasures to rival that of sustained research into an aspect of law that has engaged his interest." But it is also refreshingly serious and sensible, setting up a new programme to ensure that students' theses are not just "left to gather dust". Indeed, it acts as a publishing house for its own students' work.

The policy on academic staff is equally confident and adventurous. "In building up

its team, the centre has concentrated on high intellectual ability rather than initial expertise in a given field." This tactic has paid off well, attracting professors with international reputations who hold joint chairs and visiting appointments in other universities around the world, write books in French, have their works translated into Japanese, edit journals, advise on everything from broadcasting to medical ethics, and – in short – excite interest and enthusiasm.

All this has not been achieved through central funding and rational planning. On the contrary, it has been brought about by the enterprise of the academics themselves – sensing that international commercial law was likely to be one of the most interesting sources of legal puzzles and ideas over the next decades, and infecting private donors with their enthusiasm.

Since 1980, private funding has endowed five professorships at the centre, three research fellowships, a school of international arbitration and affiliated Anglo-American legal institute based in the Netherlands, an visiting professorship and many major student scholarships.

This would never have been possible within the umbrella of central funding and rational planning. The planners would never have taken such risks with an institution that barely existed and with a subject that had so little history of academic respectability.

Let us hope that academic excitement, academic entrepreneurship and private funding for universities will show similar results elsewhere.

### NEXT WEEK B&B school

Coping with a sudden influx of homeless pupils  
**Room at the Inn**  
Jeremy Sutcliffe reports from the classroom set up in a Dawsbury pub  
**Get up and go**  
Museum activities over Christmas  
**Extra:** religious education

## Warnings on assessment dismissed

# Task group recommends tests at seven

by Sue Surkes

The Education Secretary's Task Group on Assessment and Testing is to recommend tests for seven-year-olds – despite claims by educationists that it could be damaging.

Responses to the Government's national curriculum consultative document repeatedly warned that tests could be dangerous if they confronted young children with failure. The School Curriculum Development Committee argued against assessing youngsters at the point of transfer to another school on the grounds that different teachers would be required to administer the assessment and act upon the results.

But task group members are keen on individual strengths and weaknesses is appropriate at transfer and that good teachers should be able to make sense of some of the results. If the relevant criteria are clear and the reporting of results is accurate, the group, which has been meeting about once a week since its appointment in July, was this week putting the final touches to a report it plans to submit around Christmas. Mr Baker hopes to publish it in January.

comment tests at the ages of 11, 14 and 16, are understood to have restricted their report to principles rather than detail and to have avoided reference to specific subjects. They are, however, expected to recommend an assessment framework that combines nationally prescribed tests, a bank of nationally available tests, and other methods such as school-based teacher assessment.

Education support grants will be available next year to local authorities experimenting with projects that offer languages other than French as the

Science report and Bill debate, page 5  
Hackett. Mrs Angela Rumbold, the Minister of State for Education, told a language symposium organized by the National Foundation for Educational Research that the Government was keen to encourage greater diversity in the languages taught in schools.

All 11-to-16-year-olds will learn at least one foreign language once the national curriculum is introduced. Mrs Rumbold said that measure would mean a 150 per cent increase in the number of pupils studying a language.



Ice bound: Eight coach-loads of youngsters from Sanders Draper School in the London borough of Havering went on a pre-Christmas skating trip to Romford Ice Rink this week. In all, 750 pupils took part in the outing.

## Heads may have to bid for curriculum project funds

by Barry Huggill

A recommendation that schools bid against each other for special curriculum project funds will be made within the next fortnight by the consultants commissioned to advise the Government on local financial management.

Mr Quentin Thompson, a director of the firm, Coopers and Lybrand, told an Industrial Society conference last Friday that he was keen to see schools bidding for special grants from the local education authority.

"Central government has special grants for I.e.s., so why not I.e.s.s. for schools?" he said.

The Education Reform Bill requires education authorities to prepare schemes for distributing funds to schools. Each will have to prepare a formula for deciding how money will be allocated, based on the number and ages of pupils at a school. But other factors can be taken into account.

Mr Thompson will advise Mr Kenneth Baker that the formula should

recognize that some schools cost more to maintain than others, and that a "flat rate" cost allocation for repairs and maintenance would be wrong.

For his part, Mr Baker has stressed that an I.e.s. could take account of other factors which make some schools more expensive to run. He has given the example of a school with a large number of pupils with disadvantaged backgrounds.

Once devised, an I.e.s. formula must be approved by the Minister. He expects that most authorities will submit their plans to him by September 1989, and anticipates that the schemes will be fully implemented by the early 1990s.

The Government believes that the success of local financial management will depend, to a large extent, on the quality of the school governors. For this reason Mr Baker is encouraging local employers to become more involved with schools.

## Final warning for leader of fatal trip

The teacher in charge of a school trip during which a boy was swept to his death by a freak wave was given a final written warning at a disciplinary hearing this week. Two other staff members received written warnings.

Jonathan Riley, 13, died after being swept off a Scarborough seafront when Mr Richard Mason, Mr Keith Davis and Mrs Katrina Wright from Havelock School, Grimsby, were close by.

Mr John Bowser, Humberside County Council's director of education, this week issued a final written warning to Mr Mason, the leader of the party.

An inquiry by Humberside Education Department criticized the teachers for leaving the 27 12 to 13-year-olds unsupervised for six hours. But the report said that although the teachers were close to the children when the wave struck, they were unable to prevent the accident.

## Borough snubs ballots

by Richard Garner

Independent consultants have been brought in to help the Liberal-controlled Tower Hamlets Council decide whether or not to opt out of the Inner London Education Authority. The council is paying £8,000 for the assessment.

It decided to bring in advisers despite results from individual school ballots over the issue – most of which showed a 100 per cent vote in favour of remaining with the ILEA.

The decision comes in a week when Westminster City Council – which is already committed to opting out of the ILEA – advertised for a £36,000-a-year education officer to help it devise its own education system.

The advertisement offers a two-year contract, but says applicants will be considered for a full-time post if the council's plan is approved by the Government.

Meanwhile, a row has broken out in Wandsworth over the Conservative-controlled borough's decision to appoint Mr James Pailing, the former

director of education in Newham, as an adviser on opting out of the ILEA. Mr Patrick Roche, Labour deputy leader, said the ruling group had ignored normal selection procedures over the appointment.

"Councilors have been told nothing of his background and we are very concerned about the circumstances in which he left Newham," Mr Pailing resigned with a golden handshake in 1985 after disagreements with the ruling Labour group.

Mr Paul Beresford, the council's Tory leader, defended Mr Pailing's appointment. "He has been taken on as a consultant for his educational ability. We are not contemplating taking him on in any other capacity at this stage."

Mr Pailing, who took up a post as secretary of the Oxford Delegacy on Local Examinations in October, is one of two consultants engaged by Wandsworth. The other is Mr John Edwards, a former deputy education officer for Hounslow.

## NOTICEBOARD

### PEOPLE...

Councillor Les Byron of Birmingham and Councillor John Pearmain of Wakefield have been appointed to the governing body of the Further Education Staff College by the Education Secretary.

Regent's College, a British-American centre for international education, has appointed Mr Richard Leakey as chairman of the council and Mr J. G. Kelly as director of the college.

Mr Bob Garland is to be principal of Cheltenham College of Further Education, Nottingham, on the retirement of Mr Ken Loxley. He was formerly vice-principal at the college.

### CONFERENCES...

January 6-8  
Staff development: the model of self-development for those responsible for curriculum development and training in further and higher education, at the Further Education Staff College. Fee: £85 including accommodation. Details: The Registrar and Clerk to the Governors, FEAC, Blagdon, Bristol BS13 6RN.

January 12-13  
Local Financial Management: a working conference at the National Development Centre, Brunel University, International and I.e.s. perspectives. Speakers: Brian Caldwell, Jim Spinks, David Forrester, Ray Solam and David Hill. Fee: £25. Details: IDC, 20 Belsize Square, Bristol BS8 1JA. Telephone: 0272 303030. Extension M253.

January 13  
Young people, housing and education jointly organized by the Young Homelessness Group and ILEA at the Institute of Education, 20 Bedford Way, London WC1 for teachers, youth workers and housing workers. Fee: £25 (ILEA employees £15). Details: Paul Kobrak, YHG, c/o CHAS, 5-15 Cromer Street, London WC1.

January 15  
Reforming Education: the 1987 Education Reform Bill organized by the Institute of Local Government Studies and the Department of Educational Studies, Birmingham University at the Postgraduate Medical Centre, Queen Elizabeth Hospital, Edgbaston, Birmingham. Key speakers: members of the DES team responsible for drafting the Bill. A series of seminars is planned to follow-up this conference. Fee: £80 including lunch. Details: The Seminar Secretary, INLOGOV, University of Birmingham, PO Box 363, Birmingham B5 2TT.

### COURSES...

December 17-19  
The teaching of Spanish organized by the Association of Teachers of Spanish, London. Contributors include: Alan Dobson (Hill), Robert Clarke, Anthony Barley and Carol Thomas. Fee: £12.50. Details: Sonia Rowe, Centre for Educational Studies, King's College, 382 Kings Road, London SW11 1LJ. Telephone: 01-351 2488. Extension 3729.

January 15-17  
Reading Latin organized by the University of Cambridge Board of

Extra-mural Studies at Madingley Hall, Cambridge. For those with little or no experience in the language. Fee: £57 including accommodation. Details: University of Cambridge Board of Extra-mural Studies, Madingley Hall, Cambridge CB3 9AQ.

### EVENTS...

December 8-January 1  
Whitlakers: the unique glasshouse an exhibition which traces the story of a 200-year-old glassworks, with examples of 17th and 18th-century glassware with more modern exhibits, at the Museum of London, London Wall, EC2. Admission is free but parties of 15 or more should book in advance. Telephone: 01-600 3699.

December 17  
Working together for excellence in social work practice a study day at the University of York, organized by its Continuing Education Department, for those responsible for the professional development of qualified social workers. Fee: £40 including refreshments. Details: Mrs Francine Vassie, Continuing Education Department, University of York, The King's Manor, York YO1 2EP.

December-February 7  
The Edwardian era a Barbican Art Gallery exhibition of paintings, drawings, photographs, ephemera and machinery. Additional activities for those in full-time education and an information pack designed for schools available on request. Admission: adults £1.50, reduced rates for pre-booked parties. Details: Education

Department, Barbican Art Gallery, London EC2.

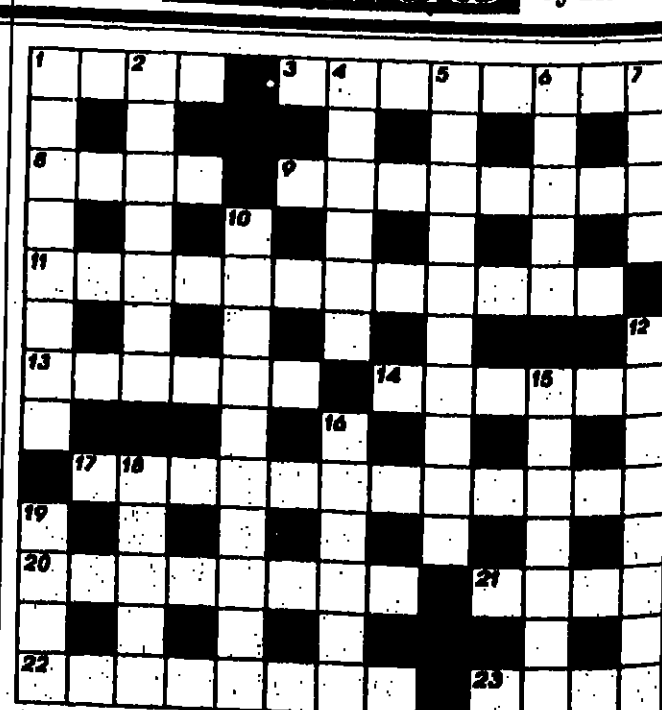
Christmas activities for children at the Tate Gallery. Informal tours of the gallery. Beatrix Potter readings with Jane Asher and David Balfour and children's lectures by Laurence Bradbury are among the special events for under-13-year-olds. Details from the Educational Department, The Tate Gallery, London SW1. Telephone: 01-828 1456.

December 15  
An auction of original literary manuscripts and letters organized by International PEN will take place at Sotheby's to raise money for the Writers in Prison Committee. Among the items to be sold are postcards from Thomas Hardy, Ronald Dahl's screenplay for *You Only Live Twice* and a signed copy of *Decline and Fall*. Details: Euan Cameron, 01-603 3215.

January 5  
Careerlink: a series of free career seminars for 15 to 18-year-olds, sponsored by the Smallpox Trust, at the Royal Spa Hotel, Leamington Spa. Places available on a first-come first-served basis. Details: The Smallpox Trust, Smallpox House, 27 Newbold Terrace East, Leamington Spa, Warwickshire CV32 4ES.

Primary teacher's handbook: a guide to supply teaching practical suggestions for classroom activities. Published by Oliver and Boyd, Robert Stevenson House, 1-3 Baxter's Place, Leith Walk, Edinburgh EH1 3BB. Price: £10.95.

## No 335 CROSSWORD by Rufus



- Across**
- Enough for a poet, no two ways about it (4)
  - Man, that follows Carl in Cumbria (4)
  - Honest deaf? (8)
  - Some proviso honours in London (4)
  - Rare slip in play results in retail/sale action (8)
  - Growing children's playground centre (8, 4)
  - Dull and weighty field study (6)
  - Star's leader (6)
  - A challenging demand (12)
  - First form (8)
  - A "compendium" to avoid (8)
  - Student groups possibly remain on board (8)
  - Man, that follows Carl in Cumbria (4)
  - The raffle-winning business (6)
  - It's taken for granted at 10 to 10 in the morning (5)
  - Planes on tick in the aircraft (4)
- Down**
- Noted French-speaking union (8)
  - Shattered hope and rising trouble, could her of the will to survive (7)
  - They hold gold in view (6)
  - Crack ice orbits with a display of stunt flying (10)
  - Star's leader (6)
  - Up to the plough (4)
  - It's not the form of bookending (10)
  - Sort of airway or

### THIS WEEK

COMMENT  
DAILY  
SUMMARY  
HOW TO WORK  
NEW FOCUS  
OVERSEAS NEWS  
LETTERS  
FEEDBACK  
FEATURES  
REVIEWS/BOOKS/ARTS  
RESOURCE/MEDIA/IT  
PERSONAL COLUMN  
NOTES/CROSSWORD  
CLASSIFIED

### Opting for deep waters

4

### Room at the inn

6

### Mummies' girl

13

### Out of Africa

14

### Round the museums

23

### EXTRA: Religious Education

19-22



## WAITING FOR FATHER CHRISTMAS

The National Health Service is going through a familiar crisis. The evidence of shortcomings is piling up. Hospital beds have to be taken out of service to save money. Operating theatres stand idle because there aren't enough trained nurses. Children are denied treatment. Petitions are presented in Parliament. The presidents of the Royal Colleges write to the Prime Minister warning of the danger of breakdown and demanding money with menaces.

There is a ritual element in this. Shroud-waving has an honourable history; so has hospital drama. There is ritual, too, in the response of Government spokesmen. Since 1979, spending on the National Health Service, after discounting the rise in the retail price index, has gone up by between 26 and 43 per cent. The proportion of the Gross National Product devoted to the health service has risen from 4.8 per cent to 5.5 per cent. The National Health Service, they say, is not in crisis: it is getting better all the time. But there is no limit to the amount which could be poured in - no possibility of quenching the demand for a service which is free at the point of delivery. So the talk has to be of new sources of funding - a mix of charges including for the first time, charges for eye tests and dental checks - and new ways of bringing money in from the private sector.

The public has so far found the Government's case hard to take. The consultants may irritate the Prime Minister who believes her own propaganda: the man in the street, on the other hand, reckons that there must be something radically wrong if the top brass of the medical profession take (if only metaphorically) to the streets. Doctors and nurses enjoy high respect. If everything is as bad as they say, how can it be as good as the Prime Minister says?

The conclusions which the public draw are found in the opinion polls: Monday's Gallup poll in *The*

*Daily Telegraph* ranked the National Health Service second only to unemployment as an urgent national problem. Some 88-89 per cent were opposed to charging for dental checks and eye tests. But widespread dismay about the NHS doesn't translate into a loss of support for the Conservatives who continue to ride high.

Behind the familiar ritual and the specialized arguments about paying for health care are some general questions which apply to public education, too. Wrangling about the percentage increase in spending on the health service has a hollow ring. The RPI is not a reliable guide to costs in specialized fields like health or education - in labour-intensive services costs are more likely to move with average earnings than the index. And it is acknowledged that the more doctors learn about the treatment of disease and disaster, the more it costs to provide a complete service.

The general proposition that there is no "right" level of funding, because the NHS could always do with more, must be true. But this answers nothing. More to the point is the fraction of GNP devoted to health. By emphasizing that this has risen to 5.5 per cent, all the Government has done is demonstrate that this is a materially smaller proportion than most Western nations spend. While we spend four-fifths of the "going rate", how can it be seriously claimed that we cannot afford to pay nurses a decent wage or put their training in order?

It comes back to the politics, not the economics, of the National Health Service (and, by extension, the education service). Simplistic opinion polls appear to show that the public would prefer a better health service to tax cuts. But Conservative politicians are probably right in suspecting that pollsters get lying answers to the questions on this issue. In the form they put them. Electors tell the pollsters they would

be willing to pay more taxes for health (or education); but they vote for tax cuts.

This is a topic which has concerned the Institute of Economic Affairs, the free-market think tank, over the years. Ralph Harris and Arthur Seldon have now produced another volume - *Welfare Without the State* - which analyses public responses over more than two decades. In polls where respondents are given, not an opportunity to demonstrate their idealism, but a choice which itemizes practical implications results are different. In one survey, 82 per cent of those questioned favoured higher spending on one or more of seven assorted public services: 35 per cent put health in the favoured category. Of these some "55 per cent said they were personally prepared to pay more in taxes for health". So, Harris and Seldon conclude "our volunteers amount to no more than 17 per cent of the original sample".

The Institute has all along favoured vouchers for health and education. Evidence from the latest poll continues to show strong public support. Some 68 per cent of respondents said they would be happy to accept a voucher of £1,500 for secondary education instead of free state schooling: 45 per cent would take a £1,000 voucher (meaning a £500 top-up from their own funds) and as many as 28 per cent would have taken a voucher of only £500.

This kind of survey is important because it may encourage Mr Baker and his colleagues in their belief that privatization - parental choice carried to the ultimate - is inherently popular. But, though the IEA surveys have been much more sophisticated than run-of-the-mill polls, they may still produce misleading results. The questions imply that good, private secondary schooling is available for £1,500 a year. In practice, most of the schools which respondents probably had in mind when they opted for vouchers cost nearer £1,000 a term.

## Second opinion

### BEWARE OF PROFESSIONAL FOULS

The Prime Minister has supported free trade unionism in Poland. Mrs Thatcher may therefore share my concern about two Polish teachers, Anna Urbanowicz and Wojciech Skowron.

Reports from Poland say these two teachers from the Warsaw area have been singled out as representative of a greater number who have failed to teach according to the officially approved political line. These days the Polish authorities show increased sophistication and adopt methods which are calculated to spare them unwelcome attention from foreign news media.

Trials followed by prison sentences are avoided so Mrs Urbanowicz and Mr Skowron are likely to face a disciplinary hearing which could well result in demotion, dismissal or permanent deprivation of employment as a teacher.

When I wrote to the Minister of Education in Poland to protest about this attack on professional freedom, I could not help but wonder if the Education Reform Bill is likely to set the scene for future intervention by foreigners worried about professional freedom among teachers in England and Wales. Whether likely or not, it is a possibility.

As Mr Baker has drafted his Bill, he and his successors will have the power to make statutory orders which will require teachers to work according to a curriculum determined by the Minister. Secretaries of State will also have the power to make statutory specifications concerning attainment targets, programmes of study and assessment arrangements. Combine these alarming powers with the powers already put in place through the Teachers' Pay and Conditions Act, and it is all too clear affairs such that the Polish model may be technically possible in this country.

All we need then is a future decision by some politician to single out a few British teachers for disciplinary action for failing to teach according to the preference of some government.

Most of us know that we have no right to be surprised if politicians use the powers which the law permits them. Obviously they need power for the purpose of government. A wise democracy, however, is properly cautious about the nature and the extent of powers which are ceded to those who seek to govern. We should be particularly cautious when a government seeks a new order of powers under the openly-proclaimed banner of "reform".

Surely we have no admiration or yearning for the Polish model in our country. What are we going to do, therefore, to stop dangerous developments such as clause four of the Education Reform Bill? Perhaps the Prime Minister will see that principles and practices which are to be denounced in Poland are not to be set running in Britain.

Mrs Thatcher could firmly point out to Mr Baker that legislation which paves the way for totalitarian practices needs to be substantially amended to eliminate the danger. Were that to happen we should have cause to be grateful for evidence that wisdom can prevail in politics. The Prime Minister then need have no fear of being responsible for excesses which might be perpetrated by some future government.

Fred Smithies

Fred Smithies is general secretary of the NASUWT.

NO COMMENT

"To all women: you are reminded that paid time off may be allowed for screening for breast and cervical cancer. Please check with your superstore whether this applies to you."

From Oxfordshire County Council physio.

## IN BRIEF

### Rate-capping hits more jobs

More teachers' jobs are at risk following last week's announcement by the Department of the Environment of education authorities to be rate-capped next year.

Manchester, Liverpool, Ealing, Waltham Forest, Newcastle upon Tyne and Haringey are the penalized authorities. Under existing legislation the Government will now limit the level at which they can set a rate. Three of the authorities, Manchester, Waltham Forest and Haringey, have already drawn up plans for spending cuts.

### Gay vote lost

Opposition attempts to modify the Government's decision to ban the promotion of homosexuality by local authorities were defeated in the House of Commons on Tuesday. Mr Simon Hughes (Liberal, Southwark and Bermondsey) moved an amendment (by motion) to allow a local authority to undertake sex education during which "an awareness of different sexual orientations may be taught". It was defeated after Mr Michael Howard, the local government minister, said that there was nothing in the proposed legislation that would prevent objective discussion of homosexuality in the classroom.

### ILEA plans cuts

The Inner London Education Authority has announced a 3 per cent cut in spending for 1988/89 as a move towards the government demand for a 15 per cent cut. The ILEA plans a selective freeze on some job vacancies, tight controls on buying and cuts in

### CTC for Bexley

Plans for the Government's fifth city technology college were announced by Mercer's Company and Thamesmead town this week. It is expected to open in 1990 on a vacant school site owned by the London borough of Bexley.

### Editor wins poll

Mr Willis Pickard, the editor of *The Times Educational Supplement*, Scotland, has been elected rector of Aberdeen University. Mr Pickard, who takes up his three-year term of office in February, polled 751 of the students' votes; 300 more than Mr Ross Leckie, who unsuccessfully contested the Gordon constituency for the Tory Party at the last general election. Previous incumbents include Winston Churchill, Lord Grimond and Jimmy Edwards.

### Governing rule

The Belfast Charitable Trust for Integrated Education does not act as the governing body of the integrated schools in Northern Ireland. It helps to set up - as stated in *The TES*, December 4. After the schools are established, they have their own governing bodies.

### Student figures

Full-time overseas students studying at British universities reached a record level of 41,987 in 1987, representing 14 per cent of the total student population. Statistics published this week by the Universities' Statistical Record also show that 109,000 full-time students were taking arts courses, a 3.5 per cent rise over 1986, despite Government attempts to persuade students to study science and engineering subjects. Forty-five per cent of the total student population were reading arts subjects in 1987, 43 per cent sciences and 9 per cent medicine or dentistry.

### Warden resigns

Mr Christopher Ball, chairman of the National Advisory Board, is to resign as the warden of Keble College, Oxford, next September. He said: "I am extremely pleased by what we have achieved at Keble. Now is a good time to be looking for another challenge."

## NEWS

Hackney College has ousted its chairman. Ian Nash reports

# Wiltshire accuses board of 'racial prejudice'

Mr Bernard Wiltshire, deputy leader of the Inner London Education Authority, has been ousted as chairman of the governors at Hackney College - prompting accusations of "racial prejudice".

He insists that the principal and clerk of the governors openly canvassed opinion against him and challenges the propriety of the meeting at which he lost by 11 votes to 10.

"People who would have supported me were not even told of the meeting," he said. "These included predominantly black political pressure groups."

He also believes that the way the college is managed is "worthy of detailed investigation", adding that he had seen a paper written by the principal outlining plans for partial privatization.

Some governors admit they were surprised at the outcome of the vote. But Dr John Manterfield, clerk of the governors, insists there was no impropriety. "In the past five years there have been four chairmen. The fact that there has been another change, I do not find significant."

But Mr Wiltshire says the discontent runs much deeper, with the governors "dominated by a committee of grey-suited white men" who oppose almost every proposed reform, including improvements to student services, canteen food and the curriculum "which fail to meet the needs of ethnic minorities".



Bernard Wiltshire: "racially motivated stitch-up"

Apart from Mr Wiltshire and co-opted members, only one other of the 38 governors is black.

Mr Wiltshire says the vote was a "racially motivated stitch-up" by the white establishment who are afraid of letting in black people with a legitimate claim.

He estimates that about 90 per cent of the 12,000 full-time and part-time students are of black or Asian background and believes that the appointment of a building contractor as chairman will undermine the relationship with students.

But Dr Manterfield says enrolment information shows that only 50 per cent of students are from ethnic minorities, although about 25 per cent of students do not state their racial background.

He does not deny that some groups are under-represented on the college management, but accuses Mr Wiltshire of seeing a conspiracy where none exists. "Management of the college, for example, is not controlled by the college but by County Hall committees with which Mr Wiltshire himself has contact," he says.

## Parents lose appeal in High Court

by Bert Lodge

Parents of the Cardinal Vaughan School in West London lost their appeal in the High Court this week against the dismissal of two parent governors by the school's trustees for refusing to implement diocesan policy.

In a judgment which could have important implications in the next few years for voluntary-aided schools considering opting out, Mr Justice Simon-Brown ruled that trustees of such schools "are entitled to have a policy and to use their statutory power to secure implementation".

The governors who appealed, Mr David Mars and Mrs Dorothy Flynn, refused to back the diocesan policy of a sixth-form college for eight schools, including Cardinal Vaughan. The plan was accepted by the Inner London Education Authority in June this year.

The parents were warned in a letter from the chairman of trustees, Cardinal Basil Hume, that it was the duty of foundation-appointed governors to support the policy of the trustees. Mrs Flynn said it was a deeply complicated issue over which she felt entitled to exercise her judgement in the interests of the schools.

Mr Simon-Brown said that he accepted that "a governing body has a statutory role to arrive at its own conclusions for the interests of the school and to take into account the wider interests of Roman Catholic education". But it does not follow that the trustees are bound to leave them in office. They can be removed and replaced with others of a different conviction.

## COMMENT

### SHARING OUT THE MONEY

Local financial management is one of the least contentious proposals in the Baker package until, that is, you get down to the small print. It will be the regulations made under the Act (when it is an Act) which define the precise conditions which local authorities will have to meet in devising the formulae for distributing lump sums to schools.

There will be obvious comparisons between the formula used to weight the Rate Support Grant for demography and a range of social factors, and the attempts by local authorities to do the same thing all over again when they impose their own priorities on top of those built into RSG. But even if it means piling Pelion upon Ossa, local authorities will be determined to have their say on this. Fixing the formula will be one of their few remaining ways of giving direct recognition to local needs and aspirations.

As one of Coopers and Lybrand's senior staff observed last week (page 1) the formula will have to be sensitive enough to recognize the obvious differences - and the not so obvious - in essential running costs between schools. A flat rate for maintenance would be unfair and unsatisfactory, given the different condition of the schools at the outset.

"Savings" achieved by one school and "overspending" by its neighbour might relate more to the mechanical inflexibility of the formula than good or bad management. There must be suspicion that some of the benefits reported in Cambridgeshire - like saving tens of thousands of pounds on fuel in a mild winter at Hinchinbrooke - came into this "windfall" category.

What becomes increasingly clear is that the future role of the local authority, as the impresario of education in what is left of a "system" of schools, depends on how much or how little it is allowed to distribute to schools outside the formula. Mr Baker's basic idea is that as much as possible of the authority's "general schools budget" shall go into the "aggregated budget" - that is, the sum available for distributing to the schools. The Bill excludes capital expenditure, loan charges, money received from education support grants and "such other items of expenditure as may be prescribed".

Mr Quentin Thompson of Coopers and Lybrand argues that authorities should be allowed to create their own development funds which schools could be invited to bid for. If they have worthy projects to put forward which cannot be financed under the regular formula, such a scheme would be one way of defending the local authority as a potential promoter



"Keep your head down... it might not spot us"

of school improvement instead of condemning it to be no more than a bureaucratic enforcer of Mr Baker's curriculum orders. But does Mr Baker want local authorities with programmes of their own? Almost certainly not.

### GUINEA PIGS

The selection of the first batch of pupils for the first city technology college is more convincing proof that the enterprise has become reality than any speeches from politicians or promises from businessmen.

The roll-call of projects and premises is steadily growing, but a row of eager young faces in a Sunday paper is proof positive that the show is on the road. Here are the "science superkids" themselves, longing to shake off the swot labels and get down to intensive learning, rather than glossy images conjured up by our sponsors.

On that evidence, pupil motivation at Kingshurst CTC, one of the key ingredients for success, is assured - though oddly enough that did not figure high on Mr Kenneth Baker's original set of CTC criteria. It was parental motivation that he insisted on, while pupils had to reflect the whole ability range of their areas (which had to be deprived and urban), but with a proven aptitude for technology learning.

The selection process itself seems to have been a pretty rough-and-ready way of meeting the specifications: basic multiple-choice questionnaires for the primary heads, and an off-the-peg test from the National Foundation for Educational Research publishing company which presumably had to identify those of poor and middling ability as well as the high flyers.

It must have been the interview, when prospective pupils were asked to bring along anything which interested them, which gave the best opportunity to assess originality and imagination - and, of course, motivation. All selectors worth their salt - and Kingshurst's principal, Mrs Valerie Bragg, shows every sign of qualifying on that score - would lean towards that sort of evidence rather than ticked boxes or IQ scores. The next trick will be to recruit staff to match.

All recent experience has shown that the motivation factor is what matters most. The success of the American specialist magnet schools has largely been attributed to the motivation offered by a stimulating new set of goals presented by committed teachers, rather than the precise subject chosen for emphasis; where the Hargreaves report has been put into practice in the Inner London Education Authority, motivation has been found to matter as much as intake ability. Almost any new project launched in our schools with extra staff, money and enthusiasm, gets off to an encouraging start because it lifts morale.

All round by showing that somebody cares. In industry they call it the "Hawthorne" effect. So the CTCs have every chance of success. It will be impossible to keep enthusiasm alive as the years go by - the Hawthorne effect is notoriously short-lived - but what the Secretary of State should be addressing himself to now is both more urgent and more demanding. That is to fan motivation alive in the rest of the nation's schools, which is where his main responsibility lies: to make pupils and teachers in them feel good about what they are doing there; and not pretend he is doing anything to boost their performance by smothering the keenest of them away.

## Heads' union demands perks in high-cost areas

by Jeremy Sutcliffe

The National Association of Head Teachers has called for incentive packages to encourage teachers to take up jobs in high-cost education authorities.

These could include 100 per cent mortgage facilities, recently announced for nurses in London, and season ticket loans and travel subsidies, Mr David Hart, NAHT general secretary, said this week.

"We are now facing a chronic shortage of teachers in London and some other areas. What we need is some form of benefits package which could be used for recruitment where there are shortages."

Mr Hart insisted regional pay rates were not the answer to recruitment problems. But incentives would encourage teachers to move into high-cost areas.

The union this week published its submission to the interim committee which includes a study comparing heads and deputies' salaries with managers in manufacturing and service industries.

The study, by Hay Management Consultants which advises the Government on top civil servants' pay, shows heads lagging behind industry in terms of pay and benefits by between 2.3 and 10.1 per cent. It concludes the gap should be closed either by increasing heads' salaries, particularly in the biggest schools, or by perks such as company cars.

The union is demanding increases averaging just over 14 per cent for heads, and just under 11 per cent for deputies. The percentage varies according to the size of school with a 21 per cent claim for heads in group 13 schools.

The claim would add £135 million to the total pay bill, and take the average pay for heads to just over £19,000.

Open to offer: 100 per cent mortgages could be made available

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### Aids video released

by Alison Fisher

An explicit video on Aids produced by the Department of Education and Science and the Welsh Office will be sent to all secondary schools in England and Wales at the beginning of next term.

The 25-minute video, produced with the BBC for £100,000, is aimed at children of 14 and upwards. It explains what Aids does, how it is contracted and what precautions can be taken. One sequence includes an illustration of the correct way to put on a condom.

Interviews with young people who are HIV positive are included, as well as a poignant warning from a 22-year-old man dying of the disease.

## Heard About Opting in?

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John Horn warns his fellow heads of the perils that lie in wait for any school which strips off its local authority encumbrances and plunges into a grant-maintained future

# Diving into dangerous waters

In its so-called Education Reform Bill, the Government has proposed that schools, probably the popular and successful ones, be allowed to opt out from local education authorities, presumably so that reduced resources - can concentrate on the less successful schools. Any serious analysis of the scheme reveals such problems that one was tempted, during the initial brief consultation period, to say it would never reach the starting gate.

Sadly, the record of this Government suggests that dogma will prevail and, however ill-conceived the proposals are found to be in both principle and practice, it would be considered

therefore behoves those of us who are firmly, indeed passionately, opposed to opting out, to identify our philosophical objections and to draw the attention of any even considering participation to the multitude of potential difficulties.

The proposal is based on a number of false premises: first, the mistaken impression that the present educational system is failing; second, that a return, disguised or otherwise, to selection for some and inevitably rejection for many more, will improve matters; third, that to tackle difficulties, real or imaginary, in a few L.E.A.s the rest of the service must be disrupted rather than seeking local remedies; and finally, that this is the only way central Government can effectively influence improvement in schools.

It is not the purpose of this article to argue these points in detail, though I would disagree with each one. It is rather to show that the proposed solution, necessary or not, is based on a more fundamental premise that is even less true - namely that with regard to education (though not the law, medicine, accountancy or any other profession) parents, as the consumers, must always keep best.

Let me stress that full parental involvement and co-operation with school are vital for good education. Pupils perform best where the parent-pupil-school triangle functions best. But we must also remember that it is the pupils who are the customers - if market terms are to be used - not the parents. Moreover, it is abundantly clear that parents, rightly and properly, are most interested in the studies and progress of their own children, but less so in the overall curriculum policies of a school.

If proof were needed, consider the level of support for parental consultation evening, compared with P.T.A. or school-organized meetings on more general curricular topics and most recently the governors' annual meeting for parents. Rightly, this last initiative has not been generally seen as an opportunity to discuss the concerns of individual pupils. Significantly, there have been very poor attendances in most of the country. Rarely realized is the local that parents put the interests of their own children, as they see them, second to wider educational viewpoint for all children.

A frequent example, I suspect, is when a school adopts a particular curriculum policy perhaps requiring all students to follow a creative/practical

subject. "My son/daughter doesn't want to". Who is to say whether that is really the son/daughter speaking or the parent, and whoever it is, are they necessarily right? Such a curricular example best illustrates the inconsistency of the Secretary of State. While preaching the doctrine that "parents know best" his proposals for the national curriculum confirm that in reality he thinks he knows best.

The understandable reluctance of parents to look beyond the needs of their own children must have a worse effect if translated school to school. To what extent are parents - or teachers - able, in making choices for their own school, to consider the effect of that choice on other schools. Consider the

purpose of the proposals is to widen parental choice. The parents of a good school vote to opt out. Can it be right for one generation of parents with interest in the school, even some parents of pupils about to leave, to decide the long-term future of the school? The Secretary of State has said a majority of one among those voting would be sufficient. What about the choice of those parents who voted against the scheme, or those parents of pupils still in the primary feeder schools? Is it not a far more serious interference with parental freedom to compel them to seek other schools, possibly involving extra travel costs for either parents or L.E.A.s?

Further, a school independent of the L.E.A. will organize its own selection procedures - emphasizing, incidentally, that in the end there will be increased choice by the school rather than increased parental choice. Can one seriously foresee these schools holding interviews (the Prime Minister's idea) to ensure that they keep a quota of less motivated pupils, less supportive parents? A wider catchment area will develop and the chance for local children to attend their local school will inevitably decrease. Where will they go? Presumably to the other local schools, together with the disruptive and unruly pupils whom the Secretary of State has specifically

**'A stark contrast will develop between a few well-funded schools and the remainder with falling rolls and low morale'**

stated could be expelled from the grant-maintained schools, but for whom the L.E.A. remains responsible. Other effects on schools remaining with the L.E.A. will prove insidiously disastrous. Support for the grant-maintained schools will obviously come from the more articulate parents, those most likely and able to generate additional financial support for their children's school, those most able to keep L.E.A. governors, head and staff on their toes.

Parental support will be concentrated on fewer schools to the detriment of others. The L.E.A. will have



diminished resources. The fewer the schools for which it is responsible, the fewer the resources it will have to generate all the necessary support services for all its schools. There will be no economies of scale (I comment later on the effect of losing central support services for the new grant-maintained schools). Within an authority there will develop a stark contrast between a few, well-funded, well-staffed schools with good teacher morale and the remainder with falling rolls, poor resources and low morale. It cannot be right that a particular group of parents should so adversely affect the narrow interests, as they see them, of their own children, the total future of L.E.A. planning.

I have assumed so far that the design will be taken by parents, and indeed it must, according to the Secretary of State. However, it would be unlikely to occur. I imagine, without the support, partial or otherwise, of governors, heads and teaching staff, there is, therefore, a direct responsibility for advice and guidance given to parents to be factual and thorough, with no omission of likely consequences of such a decision. I say this because there will be few heads (certainly not myself) who have not, at some time wished to have less unnecessary local authority interference on points of detail. In fact, the one merit I can see in the Government's proposals, is that they should persuade local authorities, both politicians and officers, to consider carefully their relationships with their schools, to discuss ways in which they can eliminate unnecessary frustrations and their causes, to ensure that decisions on reorganization, on 16 to 19 provision for example, are not taken in as dogmatic a frame of mind, as the Secretary of State's. Whether or

attend these schools. Some financial demands may come sooner than they are expected. Every recent H.M. Inspectorate report has drawn attention to the sorry state of school buildings. Will money suddenly materialize to rectify it or will the "opted out" buildings, it is on whom will the demand fall? The parents.

What makes a good school? Few would disagree that the most crucial ingredient is the quality of the teaching staff. Few, that is, except the Secretary of State, because consideration of the impact of this proposal on the teachers has been conspicuously lacking. Worse, he has pronounced that teachers who don't like it can leave or be dismissed without compensation. A nasty threat, if ever I heard one. Parents will still need to consider the following factors. Will the teachers, on whom the present good reputation of the school presumably rests, wish to jeopardize future pension and superannuation arrangements, be willing to break their existing contracts, to lose benefits of continuity of service, or locally-negotiated arrangements for maternity, early retirement, and redundancy? Will they wish to lose all access to local authority-organized in-service training? Might they not, for all their reservations about local authorities on points of detail, still wish on principle to continue to serve the L.E.A.-maintained sector, rather than become the hired hands of a particular pressure group of parents? The teaching staff of a school needs time to develop a cohesive, coherent approach. Just suppose a significant number left. Will it remain the same school?

For all the practical difficulties outlined above, I believe it will be very hard and a tremendous waste of scarce resources to introduce grant-maintained schools. But even suppose all such problems could be overcome, philosophically I believe it to be wrong. It is rightly recognized that education has a critical edge - on whether, in society, we have unity or division. In education we have always had dualisms - the very existence of the independent sector, with its ability

to attract by way of choice, status and the assisted places (latest figures show that the Government spends 28 per cent more on each assisted place than on pupils in the maintained sector) ensure inequality in provision. But the Government's present proposals will spread that inequality even further on the principle that "to those that have shall be given, and from them that have not, even that which they have shall be taken away". Can we not accept as basic the Government's duty to improve the educational service for all the nation's children to enhance opportunities for their own financial situation, their own educational background or lack of it, or other inequalities in terms of social deprivation, poor housing, and ability to cope? In no way does "opting out" meet that criterion - rather it increases division.

There remains the need to consider the views of other heads. As a head I think I understand the individual feelings of those who may be considered grant-maintained status because they are beset and frustrated by the policies of their local authority, or perhaps they are opposed to changes in the status of their own school. Such views should be respected and I have suggested ways in which it would be wise for the local authorities to tackle such feelings. But equally I would ask such heads to understand the effect of their views and the results of their actions if they opt out. What about their colleagues whose schools will be diminished through loss of pupils, staff, morale, resources and the parental support? Already there are no "opting out" school in an area considering "opting out", others feel they will have to follow, despite their deep-rooted opposition to the idea. Already a selfishness has started, and this when the maintenance sector of education needs unity of purpose above all.

There may be good reasons for a school wanting to opt out, but I am sure that other solutions should be found. Grant-maintained schools will be tragic for "more than half" of their future.

**'Parents' ability to provide additional financial support will be an important criterion for children to attend these schools'**

Additional needs and disruptive pupils, careers guidance, financial and advisory support for educational initiatives and innovation, close links with all primary schools. For some of these the Secretary of State has stated that additional funds, deducted from the local authorities, will be provided, but to do this piecemeal, school by school, cannot be economically or even educationally sensible. Costs will escalate who will pay? One is driven to the inevitable conclusion that the ability of parents to provide additional financial support (even if not school fees) will be an important criterion for children to

John Horn, head of Ossett School, Wakefield, is honorary secretary of the Secondary Heads Association, but the views expressed above are personal.

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I	A	R	Y	
A	R	Y		
R	Y			
Y				

## Bedroom hang-up

You won't believe this but it's absolutely true. Someone at the DES has gone stark, staring bonkers.

As you know, the Task Group on Assessment and Testing is beavering away producing lots of advice for Mr Baker on how to test youngsters at 7, 11 etc.

It's hard work and from time to time the DES spirits group members away for weekend battery-charging breaks in country hotels.

At their last little get-together they were each handed, as a special treat, the interim reports of the science and maths curriculum working groups (they are the people advising Mr Baker on what it is that he wants to test).

Understandably, some of the group got very excited and wanted to rush off to bed to read the reports. But the DES minders would not let them. They were given the option of going to a specially prepared "safe" room or handing the reports straight back.

When it was all over, the DES minders, with which, horror of horrors, journalists or agents of a foreign power could be contacted and the reports handed back. All of which indicates that some DES officials need their sanity testing and assessing.

Actually, one or two brave souls at that little gathering told the minders what to do with their interim reports. The result of their defiance is that the DES has graduated from downright silliness to raging paranoia.

To begin with, members of the maths curriculum group were sent copies of the Official Secrets Act. I don't know what other dire warnings were issued, but I can report the following bizarre conversation between one of our reporters and the secretary of a member of the Task Group on Assessment and Testing.

The secretary told the reporter that Mr X could not speak to her because he had taken an "oath of silence". What does that mean? The reporter asked. "I can't say," replied the secretary, "he's taken an oath of silence so he's not talking about it."

## No submission

Julian Hayland, formerly political editor of The Times and of Independent Television News, is publishing a book on responses to Mr Baker's consultation documents on the Education Reform Bill.

He is working his way through the 20,000-odd submissions received by the DES which are stored in the House of Commons Library but would appreciate it if organisations who had something to say could send a copy of their submission direct to him.

Mr Baker has refused to publish the submissions and this has angered Mr Hayland. He says it is wrong that such valuable material should be suppressed solely for the convenience of the party in government.

The book, provisionally titled, Take care, Mr Baker, will be published in February. Julian Hayland can be contacted at 89 Gator Road, London SE20 6DT.

## Typing error

DES mandarins Sir David Hancock was in China recently. Unfortunately his hosts could not grasp what a permanent secretary is. Wherever he went he was introduced as "an everlasting type".

## Acronym

Geraldine Hackett sums up misgivings about the Education Reform Bill...

# Joint statement steers clear of open opposition

The second standing conference on education managed to convey its vast range of misgivings about the Education Bill while only occasionally straying into the dangerous waters of open opposition.

Under the umbrella of its standing conference, the Council of Local Education Authorities drew together the churches, education pressure groups, employers' and industry organizations and the teacher unions.

And to maintain its broad-church approach, constructive criticism - and not wholesale opposition - has been the order of the day.

Mr Neil Fletcher, leader of the Inner London Education Authority and chairman of CLEA, said the conference was not an attempt to provoke industry representatives into openly opposing the Government.

The common ground which emerged as the four separate groups slithered together a joint statement amounted to a fairly detailed rejection of many parts of the Bill. The conference agreed that the national curriculum should not be imposed before representative machinery had been set up to define the school curriculum. It

also agreed competitive testing would narrow the curriculum and was unfair to children for whom English was a second language and for those with special needs.

Only the two issues of whether schools should be allowed to opt out of local government control and the wisdom of school heads having total control of their budgets threatened to endanger the consensus the conference was striving for.

The differences over local financial management concerned how much control headteachers should have over budgets. In the end, delegates agreed a statement saying headteachers should abide by the policy of the local education authority.

Feelings ran as high over opting out. Mrs Sheila Naylor, of the National Confederation of Parent/Teacher Associations, wanted the statement to say that grant-maintained schools destroyed state provision.

The final statement read: "There is insufficient evidence to show that the proposal for grant-maintained schools will produce the results envisaged, namely to improve standards and extend parental choice." At the insti-



Off with its head: Neil Fletcher cuts into the conference's GERBIL cake. The general secretary of the Professional Association of Teachers, the phrase "profound disquiet at the move towards centralization of education" was taken out of the joint communiqué.

The conference agreed schools should only be allowed to opt out when a majority of parents voted in favour, not just a majority of those voting. It also called for the Electoral Reform Society to help draw up the voting register.

In the opening briefing to the conference, the education officers of the Association of Metropolitan Authorities and the Association of County Councils, stressed the dramatic trans-

fer of power envisaged in the Bill. The ACC added that on a conservative estimate the measures in the Bill would add £400 to £600 million to the annual expenditure of local authorities. There would also be an extra cost of £50 million in the first year and an extra £150 million capital cost.

The planned national curriculum is in reality a "state" curriculum. Labour members of the Standing Committee examining the Bill, claimed on Tuesday.

The national curriculum does not apply to the independent sector so it cannot be correctly defined as "national" said Martin Flannery, MP for Sheffield Hillsborough.

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## PRIMARY



**Opening time: children arrive for the day's lessons**

All representative bodies who would welcome publication of their submissions are urged to send copies to Julian Haviland, Box No TES 00839, Priory House, St John's Lane, EC1M 4BS, to arrive no later than January 5th. The publishers must reserve the right to select and edit all material sent in.



# Extinguishing a bright spark

**SPECIAL NEEDS**  
Gifted children often feel they don't fit in at school and become disruptive. Sue Surkes reports on new research which throws light on their problems

"One of the difficulties for a child who's very bright and a bit out-of-step is that she's expected to work as if she's not so bright. Then she doesn't quite know where she is."

The speaker, a parent talking about teachers' expectations of gifted children, added: "If you're not expected to do particularly well, you don't. Then you get bored and frustrated."

Another parent said of teachers: "They pay lip service to letting all the children go at their own speed. They don't. They herd them all into the centre."

The quotations come from a study of gifted children which urges teachers to become more aware of their special needs.

Mr John Welch, director of the National Association for Gifted Children, says in the study that many parents find it difficult to communicate with teachers about their children's needs.

Many are repulsed, he claims, and many are told "in one way or another that professionally trained teachers know best - glib assertions of equal partnership of teacher and parent in educating the child are not always founded in reality."

His comments come in the conclusion of the study carried out by Patricia Mason and Juliet Essen on the basis of 125 responses to a questionnaire, and interviews with 15 parents. All who took part already had links with NAGC, though the study included a middle class - an indication of the association's constituency to date, rather than of any causal links between class and giftedness, it is stressed.

The interviews revealed that many parents were dissatisfied with their children's schooling. Despite the fact that a third (34 per cent) of youngsters in the sample were said to be able to read "anything" before they started school and 37 per cent could read "some special books", schools often failed to provide them with the right sort of challenge. Instead they expected them "to start from where the

Table 2: Child's position in the family

Position	All	Boys	Girls
First-born	68	71	64
Second-born	22	21	24
Third-born	6	5	6
Fourth or later born	4	3	6

Table 3: Age at which parents first felt child was very able

Age	%
Before 1 year	33
1-2 years	28
2 years	10
3 years	12
4 years	9
Over 4 years	7
Other reply	100

majority were and teach at a level and pace geared to the average child."

Sixty-three per cent of those questioned said they had had school-related problems, but only 17 per cent had received initial help from someone in education. Teachers were named by only 8 per cent.

The study says it seemed few teachers had been trained to identify high intelligence. Even if they were aware of checklists of giftedness and knew how to identify able children, few seemed to understand the implications and therefore did not take appropriate action.

The survey stressed that exceptional intelligence was not always obvious. Children sometimes showed their

disappointment with school by becoming anti-social, the research revealed. They appeared to stop trying or simply to an introvert, according to one parent. "He became disruptive, destructive, all of it. He hasn't enjoyed school since the day he started."

The parents of 41 per cent of the children felt their child under-achieved. These youngsters were said to have a "weak capacity". Hardly any were said "to persevere to achieve academic success".

A high proportion seemed to express frustration: many were prone to childish behaviour. One parent described her daughter as "a sensitive child who goes in for funny walks, thumb-sucking, baby talk, anything to show her frustrations".

Many parents also drew attention to peer group pressure. They noted that their children played down their capabilities to avoid being isolated.

Table 1: Where a child has friends

	Boys	Girls
At school and out of school	39	38
At school only	32	36
Out of school only	19	15
Neither at school or out of school	10	11
At school	100	100
Out of school	72	56

## CURRICULUM AND ASSESSMENT IN SCOTLAND

In last week's *TES* Peter Cornall said that the Government's Scottish paper showed a "tone of sanity and trust... how strikingly it compares with Mr Baker's brutal intrusion into the curriculum debate".

Reprints of the *TES* Scotland's two-page summary of the paper are available, price 30p, from *The TES*, 37 George Street, Edinburgh EH2 2HN. (No invoicing facility available).

## How free education can be open to interpretation

**Linda Blackburne reports on reaction to the Government's consultation paper on payments for curricular "extras"**

Local education authorities have welcomed a DES consultative document on school charges - but they remain suspicious of the Government's avowed belief in free education.

"The Government intends to move an amendment to the Education Bill authorizing schools to charge parents for field trips, music tuition and a whole range of activities not considered as essential to the curriculum."

Both the Association of County Councils and the Association of Metropolitan Authorities have responded favourably to the consultation document but are worried about how new regulations might be interpreted.

Mr Welch says in his conclusion that teachers do need to share parents' concerns and that they are alerted and knowledgeable, although he adds that the identification of potentially very able children can be difficult for teachers, even if they have been carefully trained.

The researchers say: "What is needed now is the time and financial resources in schools for teachers to be able to give the very able the attention they need, and provide an enriched education where appropriate. But what we also need is the willingness of the teachers to be concerned."

The study emphasizes the fact that great ability can be associated with problems as well as joys, and that a child's early feelings about being unusual can affect his or her self-confidence and perhaps ability to relate to others of the same age.

The sample included gregarious and popular children. But 44 per cent had no friends out of school and 28 per cent no friends in school (see table 1).

One parent felt her child had been discouraged from playing with others early on. "When he was small, the other children couldn't understand what he was saying. He spoke fluently, using language they didn't understand and that set him apart."

Another noted that many able children probably spent more time with older children than was good for them. "They're with them because of their academic standard. They don't necessarily get on with them as friends as they do on a different social level."

Many said during interviews that their children preferred adult company. Several talked about an all-absorbing interest in maths or trains for example, which other youngsters did not share to the same degree.

A few parents suffered themselves once their child's giftedness had been confirmed, partly because they did not know how to cope.

Mr Welch says that many of these youngsters were said to have a "weak capacity". Hardly any were said "to persevere to achieve academic success".

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A high proportion seemed to express frustration: many were prone to childish behaviour. One parent described her daughter as "a sensitive child who goes in for funny walks, thumb-sucking, baby talk, anything to show her frustrations".

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## Time to reflect on the criteria of choice

**The procedure for choosing Britain's first city technology college pupils has been completed. Ian Nash examines how it was carried out**

The children who will make up the first intake to the government's new city technology college have been chosen. But the staff who made the selection cannot be sure that the 180 11-year-olds represent the full ability range of the catchment area.

They wanted to meet Mr Kenneth Baker's criteria, but two major hurdles - one political, the other educational - stood in their path.

The decision to split the catchment area into two zones was a political one. Birmingham education authority rejected it as a politically-motivated attempt to undermine state schools and reintroduce selection.

Birmingham is powerless to stop children attending the CTC but it did refuse to co-operate. When Kingshurst staff hired a British Schools Technology bus to visit all primary schools in the catchment area, Birmingham closed its gates to this Trojan Horse.

Harbingers of the initiative were barred from schools and heads were instructed not to allow any information on Kingshurst to be sent to parents via pupils. The CTC organizers responded by leafleting 50,000 homes in the whole catchment area.

The effect of the blocking tactic is difficult to assess. Half the parents of the 2,000 eligible 11-year-olds wrote for more information and 361 form applications were made. Although the smaller proportion were from Birmingham, the pattern was of a typical neighbourhood school.

Mr Baker insisted that CTCs had to serve areas of urban deprivation, and examinations, the association believes, should have the right to charge fees if a candidate is entered against the advice of the school or fails to turn up for an exam.

On books and equipment, it says no parent or pupil should feel pressurized into buying curriculum materials - except possibly where a child is pursuing a specialist interest.

But the AMA says this is a problem area as it might be difficult to draw the line between a music lesson and individual tuition.

The ACC agrees with this point, especially as pupils are now being asked to play instruments as part of a GCSE music course. It believes the Education Secretary should liaise with the examination boards to resolve the problem.

The association is also worried about paragraph 23 of the Government document which asks: "Would it be right to allow parents to withdraw pupils from school activities just because they were charged for?"

There is a danger that children from poorer families might be withdrawn from important parts of the curriculum, the ACC says. Charges should apply only to optional or non-essential activities.

Playing for time: is music an extra or part of the curriculum?

David Lange, changing the rules

## The prestigious post nobody wants to accept

**UNITED STATES**  
Bill Norris on the search for someone to run New York's education department

One of the top jobs in American education is going begging. No one, it seems, wants to be schools chancellor of New York City.

This is not altogether surprising. The present incumbent, Nathan Quinones, makes no secret of the fact that he is leaving on January 1 because the entrenched bureaucracy of New York's education department has made his life impossible. The search for his successor has been going on since August, with no success.

At first there was no shortage of applicants. Some 250 hopefuls applied for the job, and were winnowed down to a short-list of 15. But in the meantime a fierce political battle has developed over the constitution of the city's Board of Education, to which the chancellor is responsible, and now the candidates are having second thoughts. They are demanding that they put their house in order before they consider taking the job.

One of those on the short list, Richard Beattie, who is currently the New York Times' chief education writer, says: "I have no idea who would want to come in and be chancellor. It sounds like a very chaotic environment. The education issues are too important for any chancellor to try and manage the governance while at the same time giving leadership to education."

Another leading contender, Dr Bud Spillane, announced that he would only be interested if the question of the Board structure and the powers of the chancellor were settled. "They're screening candidates, but they don't know what they want," he complained. "My question to them was: what are they looking for? The answer was: 'A chancellor - someone who will make it well.'"

The reply reflects a growing frustration with the performance of the New York school system, recently described by State Governor Mario Cuomo as "disastrous". Mr Cuomo has entered the battle on the side of Ed Koch, New York's Mayor, demanding that the seven-member School Board should be expanded to 11, all of whom would be appointed by the Mayor.

The current Board consists of two mayoral appointees, and one nominee from each of New York's five borough presidents. In practice, this makes it accountable to no one. It has proved so ineffective that three members, including Board president Robert F. Wagner, have called for its abolition.

Mr Wagner is a loyal political supporter of Mayor Koch. The Mayor's other man, Richard Beattie, was forced to resign recently to make room for an Hispanic representative. Mr Beattie, generally recognized as highly competent, promptly came out with a resignation, saying: "The situation of the Board meetings, they are filled up with garbage."

Mr Wagner has called on the state legislature to pass legislation which would strip power from community school boards, abolish lifetime tenure for school principals, and do

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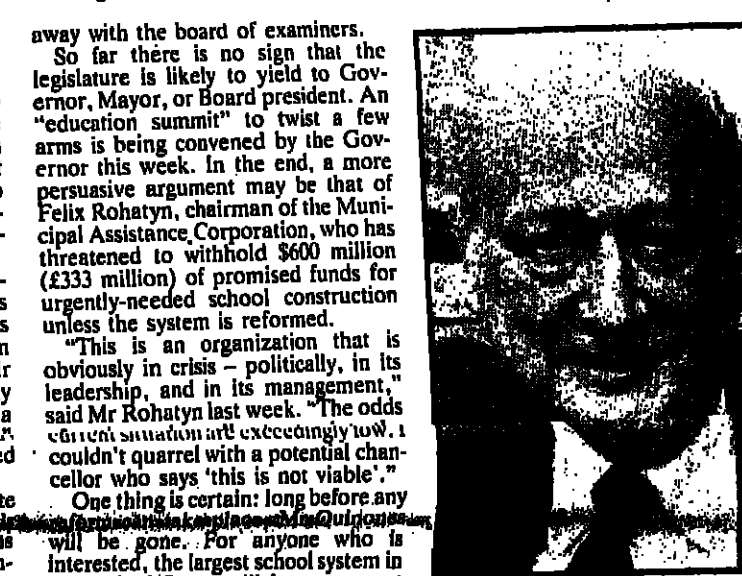
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Lacking a leader: New York's search for a schools chancellor continues



Ed Koch: powerful supporters

Teachers could become extinct if the predictions of a new report come true

## Electronic power

A vision of the future, in which American students graduate from high school at 15 and classrooms are dominated by electronic devices, has been produced by the US National School Boards Association.

In a 131-page report, "Technology and Transformation of Schools", education consultant Lewis Perelman claims that such a revolution could come about by 1998 if schools are allowed to embrace change. And he says it could be paid for by simply doing away with most teachers.

Mr Perelman envisages schools in which individual student instruction is given by computers, laser discs, telecommunications and interactive robotics, under the guidance of "learning professionals". These professionals

would not be teachers whom he predicts will become virtually extinct. They would instead be experts at imparting knowledge via computers.

But he does warn that merely injecting a few electronic tools into classrooms, while leaving the basic design of education unchanged, offers little hope of major improvement. In the new scheme of a total approach to learning, linked to the home and student's total environment.

This looks like bad news for the teaching profession. But Mr Perelman acknowledges that current state educa-

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"Public schools that embrace the technological transformation of teaching and learning," he writes, "will be invaluable assets in the fight for national competitiveness. Those that resist change risk following the downhill path blazed by America's giant steel companies."

The need for "national competitiveness" is the theme underlying the NSBA report. It forecasts that learning will become a lifelong pursuit geared towards improving productivity, with college degrees no longer being required as conditions of employment. Students, says Mr Perelman, would then have time to concentrate on acquiring the skills needed for their chosen career. That career seems unlikely to be teaching.

Mr Perelman believes that America's public schools will soon be dominated by disadvantaged minority students, struggling to learn with far advanced tools. The money required to modernize them would be "eaten up" by overheads, including teachers' salaries.

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## Fives are friendly

Robert Smith

of any kind is successful with some children makes it difficult to recommend radical measures without appearing to undermine what has already been achieved. Many teachers would regard the difficulties I have dismissed as the marginal problems of accepted methods of mathematics teaching. The *Cockcroft Report*, however, presents a different picture when discussing Sewell's study, *Use of Mathematics by Adults in Daily Life*.

"The extent to which the need to undertake even an apparently simple and straightforward piece of mathematics could induce feelings of anxiety, helplessness, fear and even guilt in some of those interviewed was, perhaps, the most striking feature of the study."

It is precisely these feelings which have been sown and cultured in mathematics work in schools, and I must plead as guilty to the charge as many others. Much work does not fall into this worrying category, but most, I believe, is straightforwardly didactic in character. There are, however, important signs that children can use a multiplicity of mathematical experiences, to create their own methods of dealing with problems.

For example, Sarah was asked to find the difference between 85 and 28. She said it would be: "3 below 60, 57". The simplicity of the method is breathtaking, but many teachers will view it with scepticism. Can it be generalized? Does she understand it? Problematic answers to either of these questions will lead to the conclusion that we must teach her the standard method as well. Sarah's own technique will be devalued and little, if any, attempt will be made to find out the extent of her understanding and whether she can method will be pushed to the periphery

Polytechnic.



## Activity Centres



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leading response. It was elicited from only 14 per cent. In other words, 86 per cent knew by mid-November what they will be getting at Christmas. The majority of this 86 per cent were anticipating money (what a sad lack of imagination and commitment) with clothes a close second. Personal stereo, "my own TV", a bicycle, a typewriter and computer-related gifts were among the most frequently mentioned.

Am I one of a dwindling band for enjoying my little gift's belief in Santa as one of the best things about Christmas? It appears so. When asked "At what age did you stop believing in Santa?" a staggering 24 per cent claimed to have stopped believing by the age of five.

The largest group (20 per cent) said they were seven when Santa ceased to be a reality.

Alan Combes teaches at Pindar School, Scarborough.

## YULETIDE STUDIES

## So this is Christmas?

Alan Combes

adulthood?

If only 15 per cent of pupils intend going to church even once over the Christmas period, then the outlook for religion is indeed bleak. Carol singing, something many adults will remember engaging in frequently for a youth club, church group or simply to procure bonus pocket money, is also a dying activity. Only 24 per cent of 500 intended spending time celebrating in song.

Perhaps one of the few signs that modern youth is not entirely iconoclastic came with the response to the question "Do you like snow?" It appears snow is an essential ingredient of the festive season, for 78 per cent responded positively. Adults, I am sure, would produce an opposite result, thinking of snow in terms of practical difficulties.

Only 12 per cent of the children preferred Christmas spent away from home. In the safe vindication of family

values, 85 per cent said Christmas was best spent at home.

The most explicit question was "What do you like best about Christmas?" Not Christmas itself, apparently, for the majority entered the building up most. In second place came "getting presents" and third was "television".

The only other aspect to gain a significant mention was food.

What of giving at Christmas? The Christmas card business looks good for years to come since 90 per cent of the pupils intend sending cards to friends. It was also pleasantly surprising to find that 64 per cent will buy presents for their friends. However, a common but unsolicited remark was "Only if they buy me one". The notion of giving for its own sake appears to be in jeopardy.

Pupils were also encouraged to consider what they might receive. "What will be your main present this year?" Although "Don't know" was the

## No news is bad news

John Price

As pressure increases on schools to become more accountable to the public and as parents are given more freedom to choose among different schools, so the need for a good public image becomes more urgent.

Generally, maintained schools are not good at telling the public about their achievements and successes. They have a long history of wanting to keep their heads down, assuming that no news is good news and treating the press with suspicion and a tinge of fear.

Where there is communication with newspapers, it is often imprecise and amateurish. Yet the local police force and fire brigade invariably have full-time press officers, and newspapers are inundated with professional press releases from the world of commerce.

If schools wish to gain media coverage, there are some fairly straightforward things they can do.

First, there needs to be an understanding of how news is gathered, especially at a local level. Seldom do newspaper go out looking for stories. That would be too chancy and in any case they have no need. News floods in.

It is up to the schools themselves to push for attention, to provide the news gatherers with the kind of information they want in the way they want it.

Sitting back and waiting to be noticed only leads to obscurity.

There are four ways of getting an item into the news:

☐ the press release;  
☐ by telephone;  
☐ by personal contact with journalists;  
☐ letters to the editor.

The press release should be typed, double-spaced on one side of paper, only sent to the editor, and headed newspaper and to leave an inch margin on either side of the text.

Give a release time to show itself. The news is to be published at a time "immediate" if it is to show straight away. Always put a date on the top and give the release a clear heading.

To help you shape the information, use the questions: Who? What? Why? When? Where? and How? Newspapers are more interested in facts than in opinions, so don't waste time extolling your brilliant pupils and your devoted staff. Try to include quotations. Keep your style lively and direct, use paragraphs short and avoid jargon.

An alternative to the press release is the telephone call. This is most appropriate if the story needs immediate publicity. Ring the news editor and give concise details. News editors are always pleased to be given an idea for a story, but they may not think it is as important as you do. This depends partly on the way you tell it, but partly on whatever else is on offer that particular day. There are busy news



## Parent power

Sir - Because I have been abroad it was only today that I read Jeremy Sutcliffe's report on "conflicting academic views of parent power" (TES, November 20). I think him for a very fair statement of my contention in *Power to the Parents: Reversing educational decline*. But he is wrong to think that that contention is in any way incompatible with the findings of the Essex University researchers, concluding "that while parents want to be consulted, they do not want control over school management".

I am not advocating that schools should all be run by parents of governors, any more than I would advocate that all other suppliers of goods and services should be run by committees of their customers.

For me the crux is not whether or not that dissatisfied parents should somehow be empowered to take their children, and the funds for the education of those children, to any other school which those parents believe will serve them better - just as, at present, we are all empowered to get our groceries and other essentials from whatever firm we believe offers the best value.

ANTHONY FLEW  
26 Alexandra Road  
Reading

## Male pay gain

Sir - I believe that under the new pay system most of the "better" teachers on higher salaries will prove to be men.

My local paper recently gave the following information about teachers in Cambridgeshire on the Main Professional Grade:

	Women	Men
Primary school	82%	35%
Secondary school	76.1%	39.2%

How nice to be proved right.

MRS A LYNTON  
Huntingdon

## Tepid response

Sir - I am most concerned about the report of what I said to Jeremy Sutcliffe on the vexed question of maintained status (TES, December 4).

The report conveyed the impression that the governors of St Aidan's School were positively considering opting out. This is totally at variance with what I said, notably that their response was tepid and lukewarm, synonymous words which were deliberately designed to underline the governor's lack of interest.

J FOSTER  
Headmaster  
St Aidan's C of E High School  
Harrrogate

## Forgotten skills

Sir - If parents and employers are as keen on arithmetic as Anne Sofer suggests, why are there no arithmetic clubs and lessons like there are swimming clubs and lessons? Why is there no industry sponsorship as there is for swimming?

The answer is obvious to me. Nobody is really interested in the more complex arithmetic skills any more. Calculators, computerized tills and their like have removed the need for everyday use of anything other than the most simple arithmetic. It is becoming an esoteric pursuit for those, like myself, who enjoy it.

It is not "clever" to call for regular tests. It is more like saying Mr Baker is going to whip us once every few years. Let us whip ourselves regularly so we will not feel the pain when the whip from the DES arrives.

ALEX MERCER  
36 Carrington Road  
Sheffield

## Ages of concern

Sir - Anne Sofer makes an important point when she says that while "the most important learning cannot be measured... some learning can". Tests do have a value, not least because they measure the type of learning without which much of the other (I hesitate to call it more important) learning is impossible. Tests also have a value because they motivate people to work.

The idea of graded tests which children take when they are ready is attractive in many ways, but I think that we must, in the end, opt for age-related tests. Graded tests work well for music and gymnastics, which are optional, started by different children at different ages and taught individually or in small groups. A subject like English, however, is fundamental to all further learning, started by all children at the same age and taught in large classes.

There is a normal range within which most children's attainment is achieved, which shows when children are falling short of the lower end of the range and

warned that the particular proposals for raising standards might have the unintended consequences of causing such damage.

Nor did he "criticize the widening of parental choice". He simply warned that the particular proposals for widening parental choice might result in the eventual lessening of choice for substantial numbers of parents.

And this is where Mr Baker's response, so gleefully quoted by Mr Jameson, falls so wide of the mark. An "essential part of responsibility" is not just "the exercise of choice", but the responsible exercise of choice. Without that qualification the exercise of choice is no more than the pursuit of

COLIN ALVES  
General Secretary  
Board of Education  
The General Synod of the Church of England  
London SW1

## Second thoughts

Sir - I doubt whether many secondaries would disagree with the sentiments expressed by Pat Challinor ("Talkback", TES, December 4).

I was also seconded from school for a year. The secondment task had been to examine teachers' perceptions of the quality of education support services in Nottinghamshire.

I can now say that I am now discovering that, as the secondment year progressed, I found myself becoming increasingly distracted by the prospect of the return to my school.

I contacted 37 other secondaries: of these, only three felt their initial release had been adequately negotiated with respect to how pupils would eventually benefit from this Rolls-Royce of INSET. The others reported

that colleagues did not seem to be interested in their work completed during their "time off", so they turned to themselves the richness of the experience and continued to plough a lonely furrow. These teachers have returned to school, personally enriched but disenfranchised by the realization that they have changed more than the institution they were seconded from.

Has Circular 6/86 changed this, for short as well as long courses? Thus far I have my doubts.

I would be pleased to hear from any teachers who have been seconded since December 1985, as I am interested in following up my original findings.

MRS J HICKING  
29 Aldene Way  
Woodborough, Nottingham

room his or her newly-acquired expertise and trains fellow members of staff. After a year or two the teacher is then appointed by the L.E.A. to work as an authority, training more teachers and helping several schools develop an industry-related curriculum. In this way the secondment of one teacher way the secondment of other teachers is a cost-effective way to spend in-service money.

I should like to appeal to L.E.A.s to develop an effective means of identifying the most suitable teachers to do this type of training course.

BARBARA BRACEGIRDLE  
Director, DIPIC  
St Mary's College  
Twickenham

## LETTERS

## Graded testing which avoids 'harder sums'

Sir - As usual Anne Sofer (TES, December 4), is right. The teaching profession has not argued its case against Mr Baker's suggested form of benchmark testing at 7, 11 and 14 in such a way as to convince the intelligent lay person.

Clearly, as she says, a set of tests could be implemented virtually overnight, but test scores are not all that is required in the Education Bill.

In our report to the Department of Education and Science - *Attainment Targets and Assessment in the Primary Phase: Mathematics Feasibility Study* - we were asked not merely to design mathematical tests but to consider ways of raising standards by formulating a structure of attainment targets which would relate to a system of diagnostic assessment and enable the monitoring of standards. There are many reasons why single mathematical written tests at 7, 11 and 14 could not adequately fulfil both purposes; to the diagnostic assessment needs to be more frequent and more detailed. Nor can the many and varied attainment targets in mathematics be properly assessed by short written items.

There is much testing of mathematics already in primary schools. We know that a number of schools already use some form of standardized test and that many local education authorities have "basket testing" at either 7, 11 or both. However, there is no evidence that testing per se raises standards. Indeed one of the Labour-controlled authorities often accused of low standards of testing.

Anne Sofer's quotation from Matthew Arnold is absolutely on target:

BRENDA DENVER  
Centre for Educational Studies  
King's College London

## Lack of care

Sir - At the end of September, 13 secondary heads from North-East Hampshire wrote to Mr Baker with our views on the consultation papers. I received the acknowledgement of our letter recently.

It was headed "the organization of education in Inner London", a matter to which we had not alluded.

It promised that our comments would be considered when the Bill was drafted. Apparently none of our suggestions has been included in the draft.

It was addressed with the wrong post-code: CV14 6BH.

Does this mean that it (and we) should have been sent to Coventry?

I have asked Mr Cohen, who graciously allowed his secretary to sign the letter, whether this is an indication of the care with which our comments have been received.

J R B LEES  
Headmaster  
The Wavell School, Farnborough

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Area of concern: Forest's catchment region

## Clear policy

Sir - It was a pleasure to discover your encouraging feature article on Forest Community School (TES, November 6). I share Virginia Walley's concern for the well-being of such schools and their pupils under the Government's current proposals.

Her description of the school as being "creamed" by (inter alia) three church schools is, however, grotesque and unfortunate. The three schools referred to are all-ability comprehensive (as is Forest itself). Two are Catholic-aided, more than three miles distant; most pupils from Catholic homes would normally attend Catholic schools anyway. The one Anglican-

aided school serves the whole Walsall area, and its 1,000 pupils include about 50 from the catchment area of Forest School. Its admission procedures take no account whatsoever of academic ability, and could in no way be represented as a "creaming of other schools' potential intake".

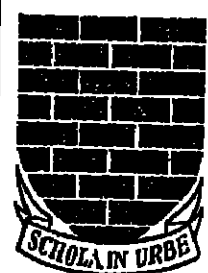
Rev M R METCALF  
Diocesan Director of Education  
Lichfield Diocesan Education Council  
Walsall

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## FEATURES

## A challenge, not a problem



Virginia Makins reports on how one school coped with a sudden influx of hundreds of homeless pupils

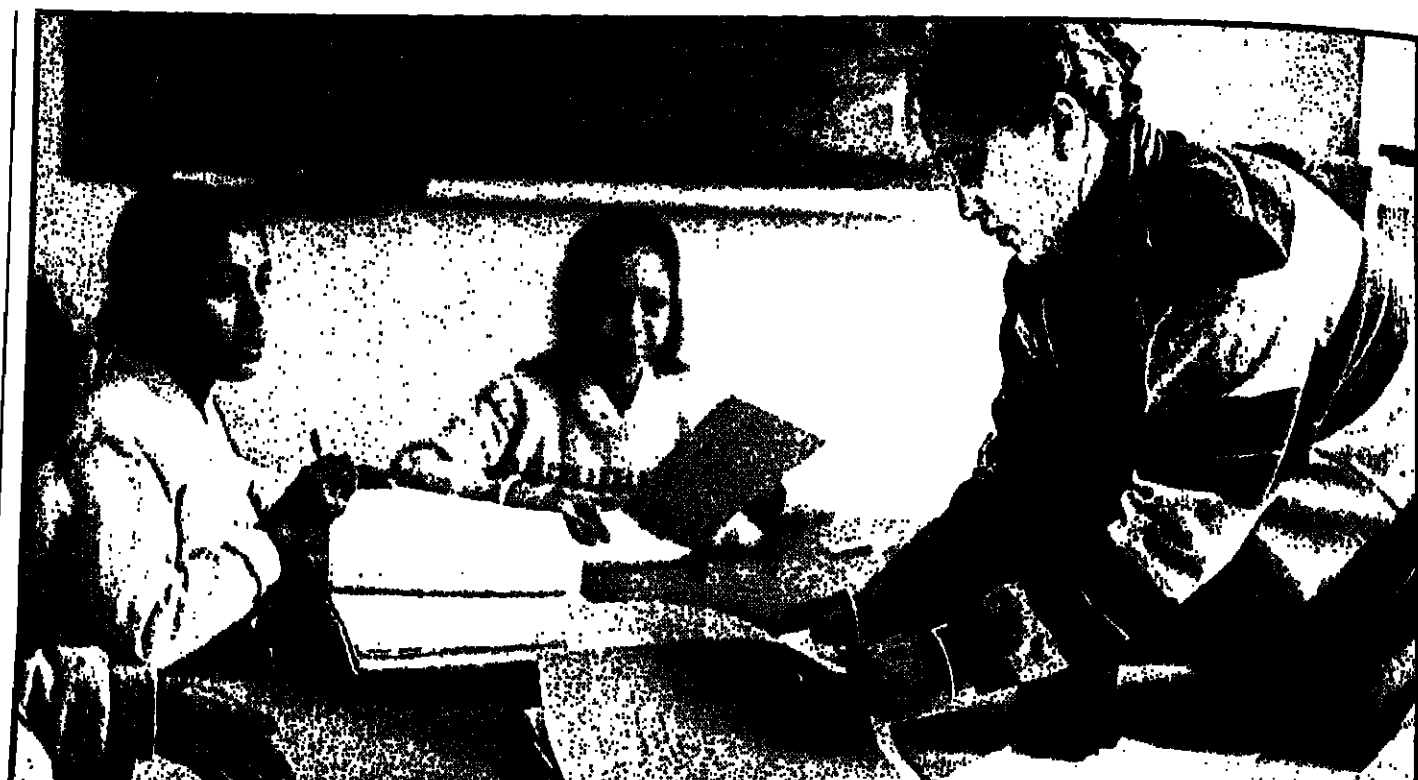
At first sight, nothing could seem less like an inner-city school than Holland Park in west London. With its leafy site on the edge of the park, surrounded by houses few Yuppies could afford, and its casually dressed students from every part of the world, it looks more like a large international private school.

But looks are misleading. Holland Park has a real city intake, unusual only because it is genuinely comprehensive. And in the past 18 months it has had to respond to a particular inner-city phenomenon. With no advance warning whatever, large numbers of Bangladeshi children, sent from Tower Hamlets on the other side of London to bed and breakfast hotels in north Kensington, suddenly started turning up at the school every day.

The story of how the school has responded is a good example of the enormous challenges inner-city conditions can pose schools – and the resources needed to meet them in a positive way. Four years ago only 27 children in the school were beginners at English. This year there are 186 – 15 per cent of the 11 to 16-year-olds in the school. Only two years ago the main non-English language group in the school were the 120 Arabic speakers – this year there are 204 Bengali speakers.

Students the school had recruited an Arabic teacher for CSE and O level. Two years ago it also had a team of 5.6 English as a second language (ESL) teachers to help meet the needs of their 448 bilingual children who, between them, spoke 47 languages.

When the new bed and breakfast Bengali-speaking children began to arrive, it put an enormous strain on all the school's resources. At one stage 14 or 15 new families were turning up



Holland Park now has 18 teachers of English as a second language; at one point 14 or 15 new bed and breakfast families turned up a day

every day (now, it is more like six to ten new students each week). At first, according to Maggie Pringle, the head, "it's fair to say that we were just coping from day to day."

With long experience of a very international intake, Holland Park teachers were better prepared than many. But it was a big strain when every tutor group had five or so non-English-speaking students, some of whom – from rural

going", said Jane Shallice, a deputy head. The teachers were determined never to regard the bed and breakfast children as a problem.

"The challenge was to find appropriate provision for them," said Chris Deane, the head of the languages and humanities faculty. So the fight was on to get resources – particularly many more ESL and Bengali-speaking teachers. The Inner London Education

authorities, and sorting out the children's difficulties. With the strengthened teaching force, the school is now moving on to help children learn the advanced English they need to achieve good academic results. And some teachers say that trying to meet the needs of the Bengali children, and all their other bilingual pupils – has been very useful in-service for everyday teaching.

"Just because children talk English, we over-estimate their ability," says Jane Shallice. "It's not just about language, it's about the child's whole life."

It has also recruited two and a half teachers of Bengali. To the school's annoyance, the two full-time teachers are "unqualified" in Department of Education and Science terms, and therefore underpaid for the work they do. They not only teach Bengali for GCSE, but give endless informal help interpreting, and translating, let-

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## Squeezing out enterprise

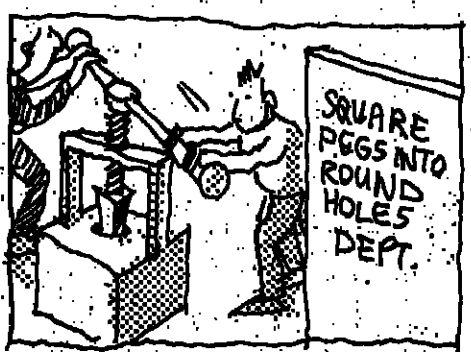
A few months ago, in launching a Manpower Services Commission initiative on enterprise in the Youth Training Scheme, Lord Young publicly criticized schools for "squeezing enterprise out of the classroom". Yet this is precisely the effect threatened by the national curriculum, as proposed by the Government of which Lord Young is a prominent member.

The notion that the Government and its advisers are united behind a set of coherent reforms is a fallacy. A battle for the high policy ground appears to have been waged between two factions. The first – associated most strongly with Lord Young, the MSC and the Department of Trade and Industry – is concerned with developing an enterprise culture, with preparing young people for adult life and working life, and with producing a skill-based curriculum focused on doing rather than simply on knowing.

The second – associated particularly with the group which originated with the Black Papers and which has now most recently manifested itself as the Hillgate Group – is preoccupied with academic "standards" and a return to traditional subject-based learning. At the moment, the Hillgate Group appears to be winning.

Certainly the consultative document on the national curriculum makes some genocidal claims in the direction of the "enterprise" lobby. It pays dutiful homage to the Ruskin speech. It talks about addressing the "challenges of employment in tomorrow's world" and about equipping pupils "with the knowledge, skills and understanding that they need for adult life and employment". It even urges the subject working groups to take note of "practical applications" and "an enterprising approach", and states that one of the criteria which subjects must take into account is the pupils' "ability to solve practical real-world problems". But it does not offer a single practical proposal on how these happy outcomes might be brought about.

Instead, it constructs a massive "core" curriculum composed of traditional school subjects,



Such subjects are the constructions of academia – certainly they have their own logical structure and conceptual coherence. Moreover, they represent the educational culture in which most parents, industrialists and teachers were themselves reared. But "real-world problems" are rarely located in single disciplines. Almost any problem confronted outside the school gates is "cross-curricular".

Certainly there is a proper place for traditional subject structures in the school curriculum. But a concern for enterprise would ensure that the boundaries between the subjects were constantly crossed. One of the first lessons taught in business schools is that the successful companies are those which manage to integrate their various departments (marketing, production, research and development).

An enterprise curriculum would similarly emphasize skills and areas of experience which cross subject boundaries, and cross-curricular projects and team work. The only gesture in this direction in the national curriculum is to relegate

Ian Jamieson and Tony Watts look at the threat posed by the national curriculum to the new active styles of learning

certain subjects and topics which do not merit a place in the foundation subjects to the status of cross-curricular "themes" without offering any adequate mechanism for ensuring that these themes are implemented.

A further feature of the national curriculum which seems inimical to enterprise is that it threatens to leave so little room for curricular manoeuvre and negotiation. By prescribing so much, it seems likely to make it difficult for pupils to engage, as active learners, in defining what they want to study and why. Moreover, it makes it difficult for local industry and adults other than teachers to make a full contribution to the work of the school.

A distinctive feature of the most successful schools-industry work over the last few years has been its local nature: schools getting together with local industry and commerce and collaborating in the curriculum. This model has always worked far less well where schools have tried to fit the industrial contribution into a rigid format pre-defined by education.

The dirigiste nature of the national curriculum seems likely to undermine the trend in recent years towards more use of active learning in schools. Schools-industry links have themselves been a powerful force in promoting such learning. Moreover, some of the strongest sources of active learning have been work experience, work shadowing, residential courses, mini-enterprises, Outward Bound courses and community-based activities. The national curriculum makes no provision for such activities.

Of course, it could be argued the curriculum is neutral on such matters: that how pupils learn is one of the areas which it properly leaves to the "professional judgement of teachers". But active learning, particularly when experience-based is more difficult to build into a rigid subject-based curriculum than into a more flexible and integrated curriculum.

It is true that the national curriculum confirms the place of records of achievement in the assessment and credentialling process. Such techniques have proved valuable for recording achievement in experiential learning, and for accrediting pupil enterprise. But it also proposes a series of national subject tests and it seems unlikely that the two assessment currencies can easily co-exist without one devaluing the other. Narrow and traditional forms of testing offer a perfect prescription for discouraging experiential and enterprise among teachers and pupils alike, particularly when it is allied to the rigid imposition of 1,265 hours for teachers' duties.

The national curriculum as currently proposed seems likely to "squeeze enterprise out of the curriculum". It need not necessarily be so, however. At the same time as the Government is implementing the national curriculum, it is also

be helpful, can be very confusing.

The ESL teachers work closely with subject teachers to make the work and the materials more comprehensible – but they can't be everywhere. They give support to teachers right across the curriculum, and Chris Mays says that sometimes the breakthrough for individual children comes working with an ESL teacher in a more practical subject, such as art.

Raihana Choudhury, one of the teachers of Bengali, says: "The school is doing its best to help. But some of the children are not getting on, they cannot explain themselves in English. Sometimes when I explain the work to them they do it very quickly. They have the interest and ability but the communication gap is too big."

As they come up to GCSE, the exam boards seem to have been remarkably unhelpful to bilingual children whose English does not reflect their ability. Apparently the boards make no concessions, such as allowing children to use dictionaries, or letting invigilators make sure they have understood the questions.

Holland Park, with its sixth form of 285 pupils, is at least able to offer a big choice after 16, and the new mature GCSEs may provide an extra way to allow students' English to catch up with their academic potential. Many city schools, with their tiny sixth forms, could not offer so much.

Inevitably, some of the children also face social difficulties which teachers find hard to deal with when they cannot talk a problem through. Stella Powling, head of third year, says that at first, other children really tried to help. But when they discovered that a lot of the newcomers came and went rapidly, many gave up. Bengali-speaking children who are good at English have had to play a large part in helping new arrivals.

Some children are so enraged and bitter about their family's poverty and appalling living conditions that they find it impossible to settle down in school. Some have been evicted from their homes and had to try to help families who, under new regulations, are being evicted from the bed and breakfast accommodation.

Helping means a lot of time spent telephoning social work and charitable agencies, which are themselves so overstretched that there is little they can do. Holland Park teachers may not see its new intake of Bengali children as a problem. But they certainly see the way they and their families are being treated as a national disgrace.

planning to implement the extension of the Technical and Vocational Education Initiative across all schools.

TVEI has been a major force for promoting cross-curricular initiatives, active learning, new forms of assessment and other features of enterprise-oriented learning in schools. Its extension is to be less well-funded, which means that its success is likely to be dependent on whether the national curriculum reinforces or undermines it.

At present the consultative document mentions TVEI approvingly in passing, but shows no signs of having taken on board the lessons which have been learned from its experience over the last few years. The TVEI extension remains, however, a potentially powerful flagship around which the enterprise movement could rally.

One of the fascinating features of TVEI in particular, and of the enterprise and schools-industry movements in general, has been the extent to which they have won the support of many teachers who were initially suspicious or hostile. This is largely because, despite their political origins, they have been developed in ways which have caught the essence of what many progressive educationists would regard as good education.

Those members of the Government who are concerned about enterprise need to recognize the scale of the hard-won progress that has been achieved over the last few years, and the extent to which they could be imperilled by aspects of the national curriculum as currently conceived.

There is still, we are told, a lot to play for as the debate develops over the next few months. A first promising sign is Kenneth Baker's reduction of the proportion of time for foundation subjects. The enterprise lobby could achieve further changes if it is prepared to fight its case, and to follow through the implications of its rhetoric.

Ian Jamieson is BP lecturer in Education and Industry at the University of Bath. Tony Watts is Director of the National Institute for Careers Education and Counselling.

## FEATURES



## Jerry lives with Erica and Martina

"All I want is for lesbians not to be shown as freaks."  
"I don't want homosexuality to be seen as something dirty."

Both these lesbian mothers have children in fairly liberal inner-city London schools.

The 12-year-old daughter of one lesbian woman found her teacher would not mark a story she had written about a gay man. On another occasion the same girl was told not to talk about lesbianism in a religious education class discussing morals.

In a Leicester infants school a boy was stopped from making two mothers' day cards even though the teacher knew the family situation meant he effectively had two mothers. Her mother was accused of bullying and stealing, her mother was convinced the school blamed her lesbian lifestyle.

Not surprisingly, lesbian mothers are sensitive – possibly in some cases oversensitive – about the effect on their child of revealing their sexual preference to teachers and other parents. Many are frightened to "come out", and even more confident are finding it more and more difficult to be open. They say attitudes have worsened over the past year as hysterical headlines splash across the popular press.

Inevitably such fears threaten any partnership between the parents and the school. Some mothers are even staying away altogether just in case someone realizes they are a lesbian. And they believe prevailing attitudes, which at worst can mean outright prejudice, are likely to be further entrenched by the new Department of Education and Science guidelines on sex education, let alone the "no promoting homosexuality" clause introduced into the Local Government Bill.

On the one hand, the DES guidelines urge objective and balanced teaching of "a wide range of sexual attitudes and behaviour in present-day society", while on the other they say: "There is no place in any school in any circumstances for teaching which advocates homosexual behaviour, which presents it as the norm."

To many lesbians this appears to suggest that their children should be taught that their mothers are abnormal. And the Local Government Bill amendment that outlaws the promotion of "the acceptability of homosexuality as a pretended family relationship" seems to deny even the reality of some children's lives. Neither seem likely to increase the confidence with which teachers tackle this issue nor to lessen the discrimination some experience.

Before the guidelines were published the children of lesbians tended to feel confused by the two different sets of values presented to them – heterosexuality at school and lesbian relationships at home.

Ella, now 22 and at university, feels so strongly that school failed to help her resolve such conflicts that she is now trying to get other children of lesbian mothers together in a support group.

"Heterosexuality is like an institution. There's this relentless pushing of marriage and children. My world was never spoken about and I felt I had to fit in. I was the only one in my class who was gay. I'd give into school and then I couldn't adjust when I got home because I didn't know which was me, and I really loved my mum."

She was bullied at school and only got her A levels after she left. She says it would have helped if teachers had at least presented the idea of different lifestyles and stamped on remarks in class like "You're a poof" or "You're a lezzie" in the same way as they would a racist comment.

She also objects to patronising attitudes. She spoke of a 10-year-old girl who was very open with her school friends about her mother's sexuality. "I asked her how her classmates reacted to her now. 'Oh they don't mind', she said."

"This is the problem with liberal attitudes to us – you run the risk of being patronized and ghettoized. She was made to feel grateful that they didn't bully her, grateful to be accepted as an honorary member of the normal club."

Fellow pupils can, however, be very cruel. When the parents of one 12-year-old boy split up and his mother told him she was a lesbian, his immediate reaction was to tell his friends at school. He realized his mistake too late as some shunned him and others made fun.

At his next school he kept quiet although he thought some of his friends' guesses. Then, because of this fear, when his younger brother started at the same school he pretended they were not related to protect him from any rumours.

Now 18 and at sixth form college he asked his mother to stay away for the first year until he got settled. In case his friends realized she was a lesbian, although he told his tutor about her.

His mother, 38-year-old Anne, believes it was important for him to be able to talk to an understanding teacher in confidence about the situation but she – and other mothers – find that when it comes to tackling such issues, much depends on the individual teachers.

Anne eventually decided to "come out" to her youngest son's junior teacher after he started having a few problems at school. "She took it in her stride, and I felt accepted by her," she remembers. But all the same there was the nagging worry that the teacher would want to tell her son's new form teacher: "I thought 'Oh God, have I said too much?'"

Another mother, 45-year-old Diane, also found it equally hard to reveal she was a lesbian and again it was problems with her daughter at her North London school which helped tip the balance. "The headmistress didn't bat an eyelid when I told her. She said, 'It's not as unusual as you think, we've other lesbian mothers at the school.'"

Diane was impressed by the head's response because it was understanding, without being

patronizing. The head was also keen to enlist her help, asking her to talk at a proposed sixth-form seminar on sexuality. That particular head has since retired and the seminar never came off because of the teacher's dispute; and now, although the school has the same equal opportunities policy, Diane feels the climate has changed. "She stood in the elections for parent governor, giving sex education as one of her concerns but she got only 12 votes. She believes her lack of success was because many parents guessed she was lesbian."

She recognizes the fears of such parents, their belief their child may become homosexual if the issues are discussed in class too positively and openly. She knows that some parents equate such teaching with the promotion of sex itself, and understands teachers are worried about such reactions and possible complaints to the local education authority.

To safeguard teachers and make sure the issues are not left to their personal interpretation, Diane would like to see guidelines laid down by the school covering how homosexuality should be approached in class and what a teacher should do if a pupil confides he or she may be gay. The 1986 Education Act, in fact, requires school governors to publish their school's policy on sex education from September 1988.

"The oppressive secrecy around the subject should be removed," she says. "After all what's everyone afraid of? Why do parents think their children are going to rush out and be lesbians if we mention the word? Who would want to be a very despised minority?" Positive images, she believes, would show lesbians as useful people, contributing to society.

Under the 1986 Education Act parents, as members of school governing bodies, will have much more say in sex education, but like other minority groups, lesbian mothers fear they may not be properly represented.

But one mother – who made no secret of her sexuality – did have some measure of success as a parent-governor for over two years when her daughter was at a Manchester infants school. Sex education as such was not an issue, but positive images were – and she fought with other parents for the right to see reading books before they were bought for the school. "I felt it was not healthy for my child to be forever reading about mummies and daddies."

She wanted to see an end to the traditional books with something more up to date and representative of a multi-racial inner city school where many pupils come from single parent families, whether heterosexual or lesbian.

All the same she is a realist and when it comes to teaching positive images of lesbians or homosexuals she does not expect changes overnight. "If I thought the school would give my child a balanced view on lesbians and homosexuality I'd be deluding myself. My concern is she gets a good general education and as long as they give her that, the rest is a luxury at present."

Sara Parker



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# OUT OF AFRICA

Edward Blishen on the work of contemporary African writers

*Anthills of the Savannah*. By Chinua Achebe. Heinemann £11.95. 0 434 00604 1.  
*Gone with the Twilight*. By Don Mattera. Zed Books £22.95. 0 86232 747 6. £5.95. 747 4.  
*She Has No Place in Paradise*. By Nawal El Saadawi. Methuen £10.95. 0 413 42070 1. £3.50. 4 2080 9.  
*Helmsman African Writers Series: I Write What I Like*. By Steve Biko. 0 435 90398 8. Maru. By Bessie Head. 0 07182. *When Rain Clouds Gather*. By Bessie Head. 0 0726 3. *Time of the Butcherbird*. By Alex La Guma. 0 0758 1. *Devil on the Cross*. By Ngugi. 0 0844 8. *Black Digger*. By Sembene Ousmane. 0 0896 0. *Tribalists*. By Henri Lopes. 0 0762 X. £3.95 each.

I must say I found it odd, observing the antics that now accompany the award of the Booker Prize, to reflect that among the half-dozen novels in the short list was Chinua Achebe's *Anthills of the Savannah*. The other books were estimable, in one degree or another; but in the nature of things, none of them could be as important as the Achebe. Of course, its importance is of a kind that could with difficulty be taken into account by the judges of such an award. It springs from the fact that a novel by a Nigerian of Achebe's quality, written after an honourable stunned silence of 20 years following the Biafran War (he wrote short stories and poems and essays, but no novels), must amount to a statement of consequence to Africa and the rest of the world.

Thirty years ago his novels, *No Longer at Ease* and *Things Fall Apart*, marked out the ground for much of the best of the African literature in English that has followed. They also established a tone that has remained rare and, as the history of the independent African states moves from tragedy to tragedy, increases in importance. The tone is one of the most passionate moderation. The marriage of great reasonableness and deep feeling is what makes it always an excitement to read Achebe. This now novel has some roughness, some uncertainties here and there as to the point of view from which we're looking at the events it's concerned with; but it has, beyond its importance as a statement of an African predicament, great pleasures to offer simply as a story.

It's set in a country called Kangan, clearly Nigeria. A brilliant young Army officer has taken power. As he grows uneasily towards becoming a dictator, he grows murderously suspicious of his closest and oldest friends: one, his Commissioner for Information; the other a poet and editor of the national newspaper. Sam's passion for power is not joyless; as is the poet's passion for the flowering medieval monarchs, even the Marquis

of the Savanah. But essentially, they remain the clever, privileged schoolboys they were when they first met. Beatrice, one of the survivors of the disaster with which the novel ends, reflects that "this world belongs to the people of the world not to any little caucus, no matter how talented". And an old man taking part in the ceremony of naming the poet's child, after the murder of his father, says: "We have seen too much trouble in Kangan since the white man left and because those who make plans make plans for themselves only and their families." The plea that Kangan should be governed in the interests of all its people ("famous for dancing in the street at every change of government") is rooted in references to older traditions, and in scenes that do not merely state, but dramatise, the case. There is a marvellous counterpoint of languages, the formal, the pidgin, the dancing language of the storyteller. And the importance of that function of literature of which we now make so little in the West and which would not sway the Booker judges, is expressed in terms of its being a means of "saving our progeny from blundering like blind beggars into the spikes of the cactus fence. The story is our escort; without it, we are blind".

If the idea of literature as an escort needed illustration, it'd be found in Don Mattera's autobiography, *Gone with the Twilight*. He was the leader of a murderous gang in Sophiatown, the Vultures, and it was as much as anything the wish to write that saved him from a gangster's fate. His grandfather was an Italian sailor who settled in South Africa in 1904, marrying "a narrow-eyed beauty of Xhosa-Dutch and Griqua extraction with a copper-coloured skin". Mattera begins his book with a moment when, in the early Sixties, people were beginning to be forcibly moved from one area to another, according to a barbaric assessment of their status. In terms of colour or its absence, the bulldozers destroying their houses as they went. "There is no escape," says the author, "from the installable monster called the Group Areas Act". He watched, the assault on his childhood home. "Blow after blow. When the roof collapsed, I realized that bulldozers could take apart in a few minutes all that had been built up over the years." Mattera himself was classified as a "second-generation coloured". "My number was 331-59167C."

He describes the horrible incompatability of his young life: the convent school where he picked up his love of poetry (and a gold medal for speaking verse), alongside his dangerous delinquency; his admiration of Trevor Hudson and his being quietly ready with his knives and pistols to protect the priest's valuable and instructive

fellowship offered to him in jail by a multiple murderer. The book halts at the point where he began to be politically (and poetically) conscious: in a further book he will recount the events that culminated in his being kept under house arrest for nine years. I once heard this warm, and gregarious man, such an interesting mixture of Europe and Africa, say that during that appalling stretch of solitude he longed simply for the smell of the breath of another human being.

The fact is - and it does make them different from their Western colleagues - that both Achebe and Mattera, like other African writers, have come close to paying for their writing with their lives. Nawal El Saadawi has paid for hers by losing her position as Egypt's Director of Public Health, and being imprisoned by Sadat. In her novel, *She Has No Place in Paradise*, she works in a small, unforgettable institution. Here is a servant who, in the market, notices another servant drinking a soft drink. It is so unlikely, for such a drink costs three whole piastres, that she examines the other girl disbelievingly. "That sort was Hamida's, that arm from which hung a shopping basket here. Those were indeed Hamida's sandals and her heels. But could it really be Hamida?" Doing what Hamida must be doing, a pleasure there, as to a pleasure here, a pleasure there, is impossible to the other woman. Her own mistress is too sharp. And her mother had always condemned lying and theft. It is not her throat becomes more parched, Hamida's lips and slow seeking and gratification and relaxation become too much to bear. Despite her terror, she succumbs. "The world and all the pain and fear it contained were nothing compared to one sip of ice-cold soft drink." The story isn't much longer than a Unesco word. Like it, the other in the book discloses, in this or that intense moment,

whole life, some complete corner of Egyptian society.

The books in the African Writers Series are mostly reissues; and I'm reminded, looking at them in their bright new dress, of the uniformly orange, blue or green covers of the originals, and of seeing a windowful of them in a street in Nairobi; bleached by the sun to a common pallor, the titles erased by that intense light. There's collected writing and speaking in *I Write What I Like*, by a murdered man: Steve Biko. At his trial in 1976 Judge Boshoff argued that Britain was now one of the most bankrupt countries in the world, because in giving everyone the vote it had handed itself over to the ignorant. Biko replied quietly that he thought it was simply one of the most democratic countries in the world. His dignity shines through the densest passages. There are two novels, *Mary and When Rain Clouds Gather*, by an exiled woman, Bessie Head, now alas dead, who wanted her novels to be "beautiful and magical", as they are. Alex La Guma, who died in exile, writes about a coincidence of storms in the South African veldt, one meteorological, one political, in *Time of the Butcherbird*. Ngugi, exiled, wrote *Devil on the Cross* while in prison in Kenya: it brings a powerful fusion of fantasy and realism to bear on the plight of his country. *Black Digger*, by the Senegalese novelist and film-maker Sembene Ousmane, is set in the docks of Marseilles, but is overpoweringly about West Africa. It is fascinating, after the others, to listen to the French tone of this novel, and of the Congolese Henri Lopes' didactic short stories in *Tribalists*.

Edward Blishen presents The World of Books for the BBC External Service

## Down and out

David Dale on the plight of the homeless and unemployed

*Homeless Young People in Britain: The Contribution of the Voluntary Sector*. By Barbara Saunders. Bedford Square Press £6.95. 0 7199 1171 0.

*For Richer for Poorer: Growing Up In and Out of Work*. By Claire Wallace. Tavistock Publications £9.95. 0 422 60270 1.

*In Search of Work*. By Charles Leadbeater and John Lloyd. Penguin £3.95. 0 14 022773 3

1987 is International Year of Shelter for the Homeless, yet, according to a minister of the Department of the Environment, "information on the number of homeless adolescents in Britain's major cities is not available". Perhaps this is only to be expected; by its very nature, "street living" evades official scrutiny. Moreover, "sleeping rough" for youngsters at least, tends to be a brief state of affairs forced upon them in the periods between hostels, friends' homes, bed and breakfast accommodation and returns to families. Nevertheless, as Barbara Saunders' book makes clear, homelessness among the young is a growing problem. The Centre Point night shelter in London's Soho, for example, took in over 2,000 young people in 1984 and, despite being forced by the pressure of numbers to reduce its upper age limit from 25 to 19, still has to turn people away.

*Homeless Young People in Britain* is the result of a pilot project set up to examine the problem and is the first phase of a more extensive European study. Its aim is to examine the different responses made by voluntary organizations to the plight of the homeless young, to analyse the strengths and weaknesses of these organizations and to make recom-

Who are Britain's street youth?

Although "there is no longer any necessary connection between personal inadequacy and homelessness", many have some form of family breakdown behind them and an increasing number have been in the care of local authorities. One organization estimated that 7,000 youngsters under the age of 19 were homeless on, or just after, leaving care.

What they find when they turn to the voluntary organizations for help largely depends upon which city they happen to be homeless in, whether they have a drug or drink problem (if they have either, their chances of receiving help are slim), and, crucially, the attitude of the local authority. Under the terms of the 1985 Housing Act, responsibility for the homeless rests with local authorities, but very few of these have extended that responsibility to young people. It is a central part of Barbara Saunders' proposals for reform that this responsibility be made mandatory.

Elsewhere in her short book she gives an account of the health, education and employment services available for the homeless young, assesses the respective roles of the voluntary and statutory sectors and concludes with a useful list of organizations offering assistance.

While homelessness doesn't appear to be a problem on the Isle of Sheppey, unemployment clearly is. Claire Wallace's *For Richer for Poorer* is a sociological study, based on participant observation and interviews, of the attitudes towards work, leisure and relationships of 150 of Sheppey's young people in a time of rising unemployment. Like a PhD thesis, it is thorough and painstaking piece of work, but whether it adds greatly to what is known or commonly assumed

about the attitudes of youth is less certain.

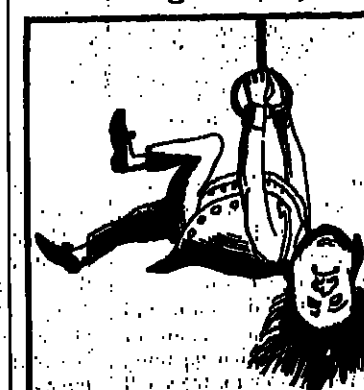
For example, her conclusion that the loss of traditional occupations has led to "a fractured reproduction of work roles" (which, put more prosaically, means that young people today have to consider new kinds of work or training) is an uncontroversial one. So too is her finding that unemployment, and its consequent reduction in income, affects attitudes to leisure. In general, it appears that while unemployment breeds a degree of disillusionment and purposelessness, belief in the family, traditional "gender roles" and the goal of full employment, remains comparatively constant.

Claire Wallace approaches the problem of unemployment from the experience of those on its receiving end. Charles Leadbeater and John Lloyd deal with the same subject from the wider perspective of businessmen, trade unionists and policy makers. Their central question is "What is the future for the western world's 31 million unemployed?" Based on a *Financial Times* report (*Work - The Way Ahead*), their book analyses the main pressures for change in the character of work, including the influence of micro-electronic technology, the growth of part-time work and the increasing participation of women in the labour market. Wide-ranging in its purview and detailed in its examination (the book draws on the case histories of seven major companies as well as the findings of an opinion poll of companies in the five major capitalist economies), *In Search of Work* is a valuable and stimulating contribution to an international problem.

David Dale is a social worker for Westminster City Council.

## CHILDREN'S LITERATURE

Audrey Laski selects new paperbacks to keep and give away



From Edward Lear's Nonsense Omnibus (Reprinted in Penguin, £1.95)

Pinchuck is anarchistic - Mike Rosen, snapping back at adults on behalf of kids (Puffin, £2.95). For wild imaginings, though, Edward Lear's introduction to the art of doodling, *Medicine on a Bicycle* (Dragon, £1.75). And a step to reading could be the new edition of *The Cat in the Hat Beginner's Book Dictionary* by "the cat himself" and "D. Elstman" (Collins, £3.95).

Though I have some reservations about its "wit". Once established - with words, everyone will find some wit to enjoy in Ewan's *Wags Games*, the most worthwhile compilation. Giles Brandreth has ever done, and a great resource when the television fails to charm over the holidays.

Poems are a particular kind of word game; the collection of Lydia Pender's verse for children, *Morning, Mapple*, illustrated by Nola Young (Bluegun, £1.95) contains some delicious, some silly, items: John Agard's *Say It Again* (Magnet, £1.95) based on a Caribbean proverb, has sparkle and bite, though I think I prefer the earlier *I Did Do Nothing*: When Did You Last Wash Your Feet? illustrated by Tony

In Moonbeam on a Cat's Ear (Picture Puffin, £1.95)

Other picture books are more down to earth. Jill, You Look Terrible by Mary Dickinson, illustrated by Joanna Stubbs, is a jolly story of a small girl relieving the boredom of a family wedding in a bold, bad way (Picture Puffin, £1.95). First There Was Frances by Bob Graham expands a nuclear into a richly extended family (Picture Puffin, £1.95). Louis Baum's *Are We Nearly There?*, by contrast, rather sadly, with the minimum of repeated words, reflects the experience of the young child of separated parents (illustrated by Paddy Bouma, Magnet, £1.95). Fantasy steps into the family in Anthony Browne's hilarious feminist fable *Piggyback*: watch the wallpaper! (Magnet, £1.95). A pig whom I've found hard to like in the past learns, like the Piggyback boys, to value his mother's words in David McPhail's *Piggyback*, and redeems his past follies by an act of heroism (Picture Puffin, £2.50). A similar act is the climax of a charming tale of imperitubility, *Elephants Never Jump*, by Violet Easton, illustrated by Carme Sole Vendrell (Magnet, £1.95).

The use of creatures as children in order to get some lesson in life through easily demonstrated in the next two: Arthur's Book by Marc Brown has a modest purpose - to help the child whose milk teeth are clinging on (Picture Puffin, £1.95). The Berenstain Bears Learn About Strangers by Stan and Jan Berenstain, more ambitiously tackles all the issues about being cautious but not miserably suspicious through the unlikely but popular bear children. (Collins First Time Books, £1.95).

Fiction can address needs and anxieties most attractively. Beryl by Janet Collis is a lively and sensitive approach to the difficulties of a child with restricted growth, and a good lead to boot (Magnet, £1.75). The problems of being a newcomer to a neighbourhood are the starting point for both Jill Paton Walsh's *Gaffer Sam* (Puffin, £1.95) and Andrew Lane's *The Coal House* (Puffin, £1.95). Two novels of exceptional force and feeling for top juniors or for young adolescents. In the former, the heroines needs to solve a mystery that will enable an old man to die in the latter, to ease the heart of another old man.



The elves and the shoemaker, an engraving by George Cruikshank from the 1823 edition of Grimm's Fairy Tales. From the latest edition of *Written For Children* by John Rowe Townsend (Penguin, £7.95)

## Revised versions

*Grimm's Bad Girls and Bold Boys*. The moral and social vision of the tales. By Ruth Bottigheimer. Yale University Press £19.95. 0 300 039085

The prestigious position enjoyed by the *Kinder und Hausmärchen* of the brothers Grimm since their first appearance in 1812 has resulted in a cluster of persuasions from numerous quarters, particularly psychoanalysis, Marxism, feminism, even anthroposophy. Most interpreters have picked specific tales yielding the richest crop of truths, thus ignoring their relationship to each other as well as influences on and from the collectors themselves. However, in *Written For Children*, Ruth Bottigheimer has taken recurring motifs and themes and analysed them in the context of the total collection of 211 tales (including the often neglected *Children's Legends*), primarily from a socio-historical stance. She has also built on recent studies concerning the effect of Wilhelm Grimm's 50 years' constant editing of the text, and provided evidence of a consistent pattern emerging from his efforts.

The results of her discussion of motifs in the light of these changes, particularly with regard to the use of gender, indicate transformations of character and motivation that radically alter the reading of the tales in their final (1857) form. Through her careful, and sometimes (unintentionally) entertaining analysis of such varied elements as spell-casting, speech patterns, punishment and isolation, the spinning cycle, the work ethic and its relationship to anti-Semitism, Christian values, and eroticism, Bottigheimer reveals that for over half a century, Wilhelm systematically deprived female characters of both speech and control over their fate. He also deliberately introduced anti-Semitism into three stories, and forced the collection throughout with Christian language and imagery.

Despite Bottigheimer's detailed examination of many hitherto forgotten tales, with numerous examples and quotations (given in both German and English), and an impressive 13-page bibliography to confirm her dedication, she has still only given us half the picture. Did Wilhelm realize the ultimate effect his editing would have on and in turn, on the German people? Is the eminent place held by the tales in German culture due more to Wilhelm than to an appreciation of the authentic folk voice?

Bottigheimer leaves us with a tantalizing proposition. She suggests that Wilhelm's reason for replacing the more enlightened view of women glimpsed in early editions with one reviving the medieval belief that women must do penance for Eve's fall from grace, was a reflection of the national reaction by 19th-century Germany to the humiliation of defeat by Napoleon. Whether or not this can be proved, Bottigheimer's study, though disappointingly inconclusive, shows that Wilhelm's part in the canonization of *Grimm's Tales* can no longer be ignored.

Tessa Rose Chester

*Mum and Mrs Armitage and other stories*. By Beryl Bainbridge. Flamingo £2.95. 0 00 654190 9. A variety show - almost burlesque - of ordinary people made extraordinary by their quirks. The situations are comic, yet many of these stories illumine the cruelty or insensitivity that are basic ingredients in a "four relationship" that leaves us with a sense of poignancy, but also of unease.

Heroes. By Festus Iyayi. Longman £2.95. 0 582 78603 7. This impressive third novel from Iyayi, filled with chilling sensuous detail, vividly records the horrors of the Nigerian Civil War through the eyes and musings of a political editor. Here is a deep moral concern to "capture the pain", the animal intensity of the cruelty, the razor-sharp sense of humiliation following defeat, the self-centredness of the majority of the generals.

Flamingo and other plays. By Bode Lawande. Longman £2.95. 0 582 78630 4. A stirring, commanding collection of four plays from one of Nigeria's foremost playwrights. Just as the traditional styles of yomba dramatic presentation are reshaped here in Western theatrical forms (the author points out the similarity with Brecht's techniques) so the themes of corruption, morality and power in modern Africa have wider social implications.

Allison Leake

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## BOOKS IN CLASS

## Tales of a way of life



## RELIGION

**The Adventures of Rama and Sita.** By Ruskin Bond. Illustrated by Valerie Littlewood. Julia MacRae Books £3.95. 0 86203 313 6.

**The Slaying of the Dragon.** Retold by Rosalind Kerven. Illustrated by Meena Jami.

**Andre Deutsch £5.95. 0 233 98037 7.** Demons, Gods and Holy Men from Indian Myths and Legends. By Shahrul Hussain. Illustrated by Durga Prasad Das.

**Peier Lowe £6.50. 0 85654 050 1.**

At a time when there seems to be a sudden mushrooming of books about Indian myths and legends, it is important to differentiate between the books written in response to popular demand and those written after deep study of Hinduism - a philosophy and a way of life.

*The Ramayana* is one of the oldest and most sacred books of the Hindu religion. The casual approach towards the subject matter makes *The Adventures of Rama and Sita* read like a soap opera version of the ancient Hindu mythology. The cover picture of Rama and Sita holding hands confirms this impression.

The story begins with Rama's banishment to the forest of Dandaka and, after the dramatic incident of Sita's kidnapping, ends on the happy note of Rama and Sita's safe return to the original complex story could have been justifiable if it did not interfere with the true images of its main characters. Most of the characters in *The Ramayana* symbolize either Good or Evil. Rama is the incarnation of the God Vishnu himself who came down to earth in human form in order to annihilate the prevailing evil in the form of Ravana. Of all the characters in *The Ramayana*, Kaikeyi is the one with human complexity. She was basically good hearted and loved her step-son Rama as much as her own son.



From *Stories From the Sikh World* by Rani and Jagnu Singh: short, lively tales for children of five years and upwards (Macdonald £5.50)

Bharat, but the humane trait in her character made her impressive.

example, King Dasharatha is said to have three sons (he actually had four).

giving his mother Kaikeyi's superiority over Kaikeyi as the "King-Mother". This rivalry with Kaikeyi and not animosity towards Rama was at the root of all the troubles on the eve of Rama's coronation.

But there is no place for all this in this popular version. Instead, there is a simple explanation that Kaikeyi was Rama's enemy, thus putting her on the same side as Ravana. There are other discrepancies in the story, too. For

Dragon". It's about Indra, the God, who, having committed the sin of slaying the giant with three heads, was ashamed. "He took a vow of penance and slipped down from heaven to wander about the earth... At last, the sin slipped out of him... feeling clean and pure once more, he returned to his throne in Heaven... but, every deed sets a wheel in motion." In this case it was in the form of the giant's father who could not forgive Indra and created a demon to kill him. The demon swallowed him right up. The other Gods wove their magic powers to make the demon yawn and when he opened his cavernous mouth Indra leaped out.

An extremely valuable part of this collection is its appendix in two parts. "About these stories" and "Some interesting facts about Hinduism". I would recommend that it should be read before the stories as it gives a clear view of Hindu philosophy.

*Demon, Gods and Holy Men from Indian Myths and Legends* is another attempt to encompass the same subject. "The world of the ancient Indians" is a significant introduction to the theme of 40 stories in this collection. A coloured map of India, Pakistan, Bangladesh and Sri Lanka helps to visualize the venue of all the action and drama. The map is surrounded by pictures of Shanka, Chakra, Gada and Padma, which have symbolic meanings in Hinduism. This collection is embellished by exquisite illustrations, both colour plates and black and white line drawings, by Durga Prasad Das. They act as an aid to the comprehension of the philosophy behind the stories.

The stories are taken from the three worlds of Hindu myths - physical, heavenly and spiritual. Their tellings are marvellous. My only serious reservation concerns the lack of sequencing. For no justifiable reason the storyteller crosses the barriers of space and time. One example is the story of God Ganesh followed by a South Indian eye saint, Kan Appan. It's a mélange of tales of Gods, holy Gurus, legendary characters and finally some folklore characters. The last part of

me of the travelling story-tellers in India who knew how to captivate their audience by interweaving story after story by crossing the barriers of space and time. This could be a lot of fun for someone familiar with their background, but would be rather confusing to those trying to gain an insight into Hindu mythology through this collection.

Aruna Ajitsaria

## Great debate

**Looking for God.** By Robert Kibwood. Longman £2.25. 582 20255 8.

For a 48-page booklet, *Looking for God* is really rather special. Suitable for mixed ability groups throughout the secondary school age range, it is a most effective primer in the philosophy of religion.

With a direct, simple and carefully honed text and with witty, telling and engaging cartoons by Macdonald, it takes on some challenging topics: de-anthropomorphizes God, it explains what "religious people" mean when they say "God is a spirit". It opens up (and more or less resolves) the Creation versus Evolution debate. Adam, wearing a fig leaf and boxing gloves, encounters a gorilla. Eve and an ape are seconds. It asks its user to consider who made God, considers God as a designer and ponders why. It is the ultimate designer. He designed such cruel creatures as human beings. It makes nonsense of the desire for a world without suffering and suggests how believers sense their experience God and his will.

The cartoons are multi-faith and multi-cultural. I like particularly the four believers studying their holy books. Hindu and Muslim sit cross-legged. The Jew sits on an uncomfortable stool, the Christian in a flimsy armchair.

In a teacher-directed introduction, the author notes that his book is "somewhat bare of the sorts of religious facts that are generally found in textbooks". It specifically attempts to move away from the "information orientation" approach of religious studies. All those who have resorted to easily tabulated facts because concepts are too difficult for the classroom must surely invest in a class set of the unusually religious book.

## Grave doubts

**Life After Death.** By Ian Wilson and Ray Bruce. Cassell £4.95. 304 31376 9.

"I am not afraid to die," said Woody Allen. "I just don't want to be there when it happens." Despite our apparent delight in watching fictional death on television, nowadays we seem determined to avoid the sight of real death. "While a few decades ago it was quite common for families to gather round the bedside of a dying relative, today an elderly person's last moments are much more likely to be alone amidst the impersonal drips and drags of a modern hospital."

The taboo nature of death is the starting point of this fascinating, long-format paperback. Its various sections deal with such topics as what people think about death, the beliefs in heaven, hell and reincarnation (belief in all three increases with age), ancient Chinese and Egyptian beliefs, customs, and Jewish, Christian and Muslim teachings about life after death. Reincarnation is considered in some detail as are the beliefs of spiritualists.

The authors have no obvious axe to grind. They are not sensationalist - yet they raise some intriguing questions. Could the dead live on in a Black Hole? If medical science should "bring back" the survivor be the donor of the heart?

The text is not simple but it is an absorbing and attractive book. It is a source, it will be most useful and deserves a place in school and departmental libraries. Whatever else it teaches, it reminds us that we are mortal and neatly implies that it is only with that realisation that we come fully to respect life.

Further reviews in the *Religious Education Extra*, pp15-20

Brian Gates

## ARTS



Bugby Malone

## Curtain calls

Gerard and Cathy Benson productions

*Struggle of Doctor Barnado.* On a small stage an impressive, atmospheric and practical three-dimensional split-level set forms the scene of the drama, which largely centres round a gang of rapscallions, destitute boys, one of whom, "Carrots", first steals the good doctor's case, and is later befriended by him, only to die tragically of exposure. The boys were extremely good, lively and appealing. If a bit difficult to believe in as walls, the events, which are enacted before a large and excellent copy of Plessner's *America* and a huge and threatening canon, are punctuated by a series of dramatic denotations. There are also poetic choruses, one of which, an invocation of the glories and follies of Spain, is especially fine. An enthusiastic cast under the direction of Robert Avery gave a creditable portrayal of emotions and conditions remote from their own experience. Special mention must be made of Jo Buchanan. Her performance of Agustina was, by any standards, a powerful and sustained piece of acting, mature, sensitive and assured.

The Wiltoness School, Sevenoaks presented *Carrots* by Peter Cawwell, a musical reconstruction of the life and

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School for Scandal

actors, ranging in age from 5 to 11, who in a programme note asks his readers to "consider... how little... is valued in the proposed national curriculum."

The school play, of course, is normally an extra-curricular activity. It is nevertheless an important one. Pupils and staff work together, freed to a large extent from the hierarchical structure which most schools willily-nilly perpetuate. The first form of "equal status" to the sixth form "coastermonger". Important emotional material can be negotiated by means of dramatic play, and skills of language, movement and co-operation learnt. It seemed to us that the plays were most successful when backed up by drama work in the curriculum. There is no doubt at all that this type of collective experience lives in the memory and the imagination long after other memories have faded. Few of the pupils we saw will ever forget those nights. Let us not be pushed by blinkered legislators into a curricular structure which downvalues these strong, useful and enlightening experiences which only the arts can give us.

Michael Burnett

## Piper and pigeon pie

but these were imaginatively overdone. Even the 92-strong orchestra which played the rather uninteresting overture managed their exit speedily and quietly; their playing would have benefited from more attention to detail, however. Otherwise, musical accompaniments were provided by a small backing group consisting of instrumentalists from upper forms, under the leadership of the composer, who is head of music at the school. The group performed confidently and seemed perfectly at home with Fielder's eclectic style, although dynamic variation was lacking.

The chorus obviously relished the calypso rhythms of "What have rats done?" and the off-stage choir was put to particularly good use during the last part of the performance, their melancholy "Tom, Tom the piper's son" providing an effective counterpart to the on-stage singing of "How can we blame a young man?" Jan Bradbury played the Pied Piper with zest and

remarkable self-confidence, and Emile (Joanna McMeikan) and Isolde (Nicola Catterall) sang their parting duet particularly well.

West Sussex, the local authority, is far from being a high per capita spender on education in general, and there have been cutbacks recently in the provision of instrumental lessons. Against this kind of background achievements such as that of successfully mounting a large-scale school musical seem all the more remarkable. Warden Park is to be congratulated on its enterprise.

Trinity School, Croydon, does not have quite the same economic problems. This selective, independent boys' school put on an enjoyable evening's entertainment with their performance of *Skandell*, mounted in the well-appointed new school theatre. Written by English teacher Andrew Gist, and with some useful incidental music by Michael Goughan, this pastiche Victorian melodrama was full of

traditional characters and thrills - a treasure, plotting villains, chaste victim, dramatic thunderstorm, even a talking pigeon and produced some convincing performances.

James Cook managed the part of the love-sick lawyers' clerk well and his singing of "All because of you" was well-shaped. Bird-fancier Mr Pigeon was wittily played by Jon Arthur, and Debbie Kingsmill, from Old Palace School, gave a heart-wrenching performance as deaf explorer Skandell's cruelly put-upon daughter. Adam Constable amused the audience with his magical tricks as Witherstone House's domineering genius, while Ken Burton's piano accompaniments were confidently provided, although not always well judged dynamically; what a pity, too, that the pitching of several of the songs was so low as to unnecessarily strain the voices of performers.

Michael Burnett



Debbie Kingsmill and Roger Hart in *Skandell*

Rats Warden Park School, Cuckfield, Skandell Trinity school, Croydon

Trouble was bound to start brewing when rodent gangsters and their molls, miraculously transposed in time and place, took over the rat runs of Hamelin. Jon Fielder's irreverent and sometimes witty re-creation of the Pied Piper story was given a rousing performance by more than 200 children at Warden Park Comprehensive School, all of whom appeared to derive a sense of pride and unity from their participation in the event. Indeed, what better way could there be to involve them in such an enterprise, alongside older pupils and members of staff?

Coping with such large numbers of performers in the school's average-sized hall obviously posed problems,



## ARTS

## Television

## Fighting talk

The expression "forgotten war" is a journalistic cliché. After all, there are plenty of wars, and when they take place in some distant country, it is convenient not to remember them. I don't pretend to know how it would be possible to remain continuously aware of the continuing sufferings of Iraqis and Iranians, Irish, Lebanese, Ethiopians, Nicaraguans... Even making lists where soldiers and civilians are dying. And let's not forget famine. And and other natural disasters, about which the television news from time to time briefly reminds us.

An item on the News is little more than a bleep in the memory. It takes more than that to give an understanding of the implications of a conflict. Angola - South Africa's Dirty War (Channel 4, December 8) made no secret of its partiality. So what? If a committed viewpoint creates doubt, that is an invitation to find out more. UNTA has an office in London and the South African Embassy (if you don't mind visiting the place) would probably also be happy to supply you with information from the other side. The trouble with the "balanced view" of a conflict is that it implies completeness. A messy situation is somehow resolved, to be filed away and forgotten.

The Binding documentary on

Angola, like any other television war documentary, was inspired by a concern for the suffering of ordinary people. There were times when it was painful to watch. But there was more than that. The commentary stressed the background in international and African politics, and the catastrophic effects on the Angolan economy of a war that hampers development, undermines the agricultural base of a country previously self-sufficient in food products and kills or maims its young men. The music and the photography gave a real sense of place, and the commitment of those who made the film underlined that, like all wars, this is an inevitable natural disaster, but a question of justice.

Television can hardly be accused of ignoring the outbreak of peace between the superpowers. You felt that the commentators were conscious of being in on an historic occasion, but that they would like to have known, with the hindsight of 20 years hence, precisely what was going to make it historic. However, viewers who can

tolerate repetition will have heard more in the last week about Soviet-US relations than they might in a year of *Panorama*. (BBC1, December 7), as it happens, ignored the Summit to examine the purely domestic issue of debt. Purely domestic, at least, in the eyes of *Panorama*, which said nothing about the contribution of the credit boom to growth rates and the need of the economy for easy credit and high consumer spending. What we did learn was that there were many kinds of debtor and many ways of owing money. Sudden redundancies can turn a "respectable" debt like a mortgage into a ruinous burden, while the poor and the already unemployed may be forced into borrowing for basic necessities, then further borrowing to pay existing debts from companies which lend at extortionate rates of interest.

In a piece of investigative reporting of the kind more often seen on consumer programmes than on *Panorama*, they tracked down one such company in the North which collects

on the doorstep and specializes in lending small amounts at an annual rate of 800 per cent or more. They also demonstrated how easy it is for a couple of students to walk into a store and get electrical goods on credit with a minimum of questions asked. Plastic cards are handed out like plastic cards, with literature urging the unwary to use them, before realizing that they give access to nobody's money except your own and the people who do nicely are the ones collecting the APR.

"I'll never be able to buy my own house or anything like that," said a young Liverpoolian on *Weekend World* (ITV, December 13). The most disturbing programme of the week studied the growth of an urban underclass in the North, the Midlands and even the prosperous South. It saw the long-term unemployed forming a culture of poverty, then "a culture of deprivation" and ultimately "a culture of crime... an alternative culture of a very vicious kind." Self-interest, if nothing else, should induce those who do have a stake in society to ensure that every citizen is guaranteed what the programme defined as "a minimal social position", but unfortunately the despair of the "have-nots" is equalled by the complacency of the "haves" and no one wants to spoil Christmas by worrying about the forgotten poor.

Robin Buss

## Spellbound

Meg and Mog, Orchard Theatre

David Wood's play based on the well-known *Meg and Mog* books by Helen Nicol and Jan Pienkowski is touring the west country until the end of January. In a production staged by the Barnstaple-based Orchard Theatre and directed by Martin Harvey, it uses brightly-coloured uncluttered sets that immediately evoke the message of a picture book.

I saw the play in a theatre packed with five to eight-year-olds, and this is undoubtedly the age group which will be most enthralled by the endearing mistakes of Meg, the witch whose spells always go slightly awry; her sophisticated cat, Mog, who gets her own and their zany companion, Owl, out of most scrapes. These children particularly enjoyed the amiable Stegosaurus monster, played by an ebullient John Walters, whose inordinate greed for garden produce set the whole adventure on its way.

Sally Greenwood's Meg has the sort of silly-me vivacity that inspires her audience to call out spontaneous helpful advice. Such totally unforced participation is one of the main delights of a production, enhanced by musical effects contrived by Alan Ellis and some ingenious rotating lighting that takes the children flying with Meg, as she goes off by broomstick to meet a quartet of more experienced witches and learn the ingredients of the spell that will rid her of the unwanted monster.

The search for these takes her to a medieval castle and an encounter with two reluctantly jousting knights; to the zoo, to obtain a tooth from a beautifully suave retired Tiger played with Edwardian panache by Helen Worsley in comic contrast to the mild frenzy of Chris Samworth's Scottish keeper, and finally to the moon.

Everything ends happily. Meg's audience leave the theatre with the songs and hurrying back to the books before completing the competition arranged by Jan Pienkowski on the back of the programme sheet.

Shirley Toulson

For details of times and places of further performances contact the Orchard Theatre, 108 Newport Road, Barnstaple, North Devon EX32 9BA. 0271 73356/71475.

## Troubles

Landgrabber, by Brian Keane with the Electric Theatre Company

There is a sense of danger about the Electric Theatre Company's second school TIE programme *Landgrabber*. Examining the events which led up to the rise of Parnell and the Land League in Ireland in the early 1880s, at times it comes perilously close to bringing more modern conflicts into the classroom.

Happily, however, the period costumes worn by the three-strong company during the fully-scripted first half of the programme distance and to some extent defuse the quarrels of Catholics and Protestants, peasant farmers and the English ascendancy. Indeed, some good old-fashioned acting in this 40-minute playlet displays the vehemence of all concerned in a manner which is occasionally reminiscent of J M Synge - as in the case of Captain Boycott and his eviction of a tenant farmer for the non-payment of rent.

Such professionalism pays off in the second half of the programme. The company talk through the issues raised by the dispute with small groups before everyone gets back together for a session of in-role questioning of all the main characters. Skillfully handled, this too sticks to specifics - although company students and supervising teachers alike cannot but be aware of the wider moral and political ramifications which lie just beneath the surface.

Hugh David

Further information from the Electric Theatre Company: 01-590 6164.

As part of the Royal College of Art's 150th Anniversary programme of events, The Great Engineers exhibition (RCA Gallery until January 30) and the accompanying book (edited by Derek Walker, Academy Editions, £29.95) during the exhibition there is £3.00, 03567 9144) celebrate British engineering achievement from Paxton, Brunel and the Stephenson to also serve to remind us that art, design and technology are closely bound together and that this senior teaching institution at least means to keep them so. For further information telephone 01-594 5020 ext 324.

Michael Clarke

## Devilishly decadent

The Way To Go Home, By Roma Munro  
Royal Court Theatre Upstairs.  
Twelfth Night, By William Shakespeare  
Riverside Studios.

*The Way To Go Home*, this week's new play, follows the fortunes of young Scotswomen Sharon and Liz, who are travelling through Turkey. Both are under surveillance: Liz because of her past political involvement in Nicaragua; Sharon because of her erstwhile sexual involvement with Mackenzie, a crazy US serviceman, based in Turkey, who is pursuing her. His murderous threats remind Liz that "someone like him killed Maria in a Contra attack", and she relives her Nicaraguan days. A final confrontation in which she shoots Mackenzie dead unbalances her. Dousing herself with petrol, her attempted suicide as an anti-American protest is baulked by the inefficiency of her cigarette-lighter. She and Sharon sit in Istanbul airport.

It might be limbo. Nothing in Munro's script suggests real life in Turkey or anywhere else. "Question" and answer dialogue substitutes for conversation, provides excuse for prolonged solo reminiscence and imaginary exchanges with numerous unseen men. Of the four characters, only Maria seems real. Spanish-speaking Nelly Salas breaks through the language barrier in a truthful, touching

performance. Why anyone should be diverted by the drunken ranting of Glaswegian loudmouth Sharon is anybody's guess. Drunken Sir Toby hides bottles all over Bunny Christie's wintry graveyard setting for *Twelfth Night*. His bibulousness is surpassed by Feste whose dipsomania leaves him flat on his back in the snow. Illyria as a frozen waste seems effective at first, then nonsensical, shrill-screamed Orsino soliloquies under falling snow. Olivia receives his "embassy" sitting on a sofa out-of-doors. Director Kenneth Branagh seems to overlook these defects and is content to leave in Olivia's command to the "ghostly father" while cutting him from the action.

However, these are niggling imperfections in a *Twelfth Night* full of good things; containing one performance of world-class dimensions. An actor himself, Branagh draws excellent, well-spoken, feebly characterized performances from his cast. Shaun Prendergast's Feste is a revelation, as is Christopher Hollis's Jealous Curio. Christopher Ravenscourt and Caroline Langhorne make sense of Orsino's and Olivia's passions. I've seen hunter knights than Toby and Andrew but never as bitter a fool as Anton. Lesser's beautifully acted, melancholy Feste.

The production is crowned by Richard Briers' superlative Malvolio, whose first grudging utterance draws delighted laughter. Grim faced, visaged with comical teeth, his hair slicked down and a bad smell under his nose, he is puritanism personified. His mounting excitement, in the letter

scene roused the audience to thunderous applause; his kiss-curl, cross-garted, ogling entry into us laughing to burst and his final off-stage howl of revenge (like Olivier's Shylock) had us near to tears - a performance not to be missed. Don't miss ATC's thrilling *Faustus*, performed by three fine actors under Mark Brickman's inspired direction. Brickman's adaptation of Marlowe's *Dr Faustus* is marred by banalities culled from Lucian's "Dialogue of the Dead" and elsewhere, but these faults are nothing compared with the excitement aroused by a production in which black magic makes its presence felt. Lez Brotherton's black and grey setting (a marble table on a marble floor inlaid with a pointed star) suggests cold reason turned to deeds of darkness.

Peter Lindford's shock-haired, granny-spectacled polymath perfectly delineates a don whose lust for knowledge and power have driven him beyond reason. George Anton's seductively homo-erotic Mephistopholis changes shape astonishingly, impersonating all the Seven Deadly Sins, under a mirror-ball with champagne slipped to the sound of saxophone - devilishly decadent. David Westhead's Beelzebub assumes Pope, Chaiton, and Emperor with comic assurance. The Emperor's encounter with Alexander makes us hold our breath. A level student, for whom Dr. Faustus is a set book and who filled the auditorium, received this marvellous production with rapturous applause.

John James

## Religious Education

I am head of a Church of England school, which means that for many people, including some Christians, I am a living dinosaur. "We live in a multi-cultural society now", they say. "Denominational schools are no longer relevant."

There was a time when I felt defensive about this. How could you, after all, continue to be in and honest about the world outside when you had what amounted to a trusting and captive under-age audience within an institution committed to a single faith? Might it not be better, and less hypocritical, to hand the schools back to the state, and concentrate upon evangelizing and nurturing those who are free to choose?

Well, over the last couple of years or so, my doubts have receded, to be replaced by a conviction that far from being worried onlookers, Church schools are becoming the pace-setters for religious education in today's society.

The importance of religious education, particularly at a time when our leaders are attempting to redefine education in hollow, sad, instrumental terms, needs to be spelled out. Everyone, I would suggest, has a spiritual dimension to his or her being - a facet of the mind which faces out into infinite space and time and also contemplates the infinite inner universe of values and moral judgments. Religion is the means by which this dimension is explored and expressed. Clearly, human beings are free to choose how to organize their approach to this side of their lives, but equally clearly, the person who fails to make some kind of sense of it all might well end up at best miserable and at worst insane and suicidal.

Learning to come to terms with the spiritual questions of the mind and to make some kind of understanding of it will ultimately enable him or her to live a rewarding spiritual life. It needs to be said that the arts, too, have a strong place in this particular scheme of things. Indeed, there are many points at which the boundary between arts education and RE become blurred, just as worship and artistic expression often seem part of the same whole.

The Church of England, of course, cannot begin to claim to know all, or even any, of the answers to the great questions of its own General Synod or of other churches on a visit to a mosque or to a Hindu temple. Some of the spiritual imperatives which motivate the place and its people. And if a Buddhist monk visits us he comes not just as someone with curious customs but as a fellow seeker after eternal values.

Recently, one of our classes, as part of its study of Judaism, celebrated together with their teacher, in the classroom, a Passover meal. It was as authentic as it could be in the circumstances - the ancient words were said and sung; all the traditional symbolic ingredients were present. Another class enacted the Jewish Festival of Sukkot. In each case the experience was intensely moving and deeply educational. What made it so, I feel, was that it was led by teachers who, as Christians, understood the nature of doing came naturally to them and the children learned inwardly in a way they may not have done from a straight, objective description.

Of course there are doubts and difficulties. Christianity claims that Christ is unique; that salvation is only possible through Him. This makes it very difficult for some Christians to see other faiths as of equal status. In some places, indeed, there has been outright condemnation of multi-faith teaching. Our local paper recently published a letter which condemned the celebration of Diwali in school as "teaching devil worship". Even without going this far, however, there are many sincere Christians whose commitment to evangelism and to the centrality of the Gospel suggests them to worry about the exploration within education of beliefs which they would hold, if pressed, to be incomplete or erroneous.

What keeps us going forward in our own school, though, is the shared conviction that such evils as melan-



We can reach out with understanding

## Pace-makers

GERALD HAIGH

selves are believers. Increasingly we feel that we can reach out with understanding and with respect to the people of other faiths that we encounter. If we take our children on a visit to a mosque or to a Hindu temple, some of the spiritual imperatives which motivate the place and its people. And if a Buddhist monk visits us he comes not just as someone with curious customs but as a fellow seeker after eternal values.

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gotry and greed, with which our society is compellingly beset, make it imperative that RE in Church schools should not retreat behind a place which says, "we are right and you are wrong." To concentrate upon the differences which divide people is to be negative and ultimately destructive. Far better, difficult though it may be, to focus on the things that are shared. If our belief in the uniqueness of Christ were to lead to the setting up of barriers, or to the spread of exclusively Christian RE, then Christ Himself would surely grieve, just as He must grieve at the separations which led to Enkalkien.

Canon John Eardley, Diocesan Education Officer in Coventry, is in no doubt about this. "I believe that the Christian message is unique, but of what that uniqueness means, none of us has complete understanding." He also believes, as do many Christian teachers, that contact with other faiths has deepened and strengthened his own. "People have different viewpoints for looking at life. I am worried about those who want to lock up Christianity. We have to do a lot of listening together."

In the end, though, if we are to expand the horizons of our religious thinking, we Christian teachers in Church schools need to remind ourselves of the supremacy of the gift of love - which is not a concept mentioned in the great education debate. It is love which helps the multi-faith syllabus; it is love which helps that teacher to see within other faiths different and illuminating viewpoints upon the eternal verities, and love which helps the same teacher to educate her class so that they have space to grow and to think for themselves. There are, alas, few votes in the notion of love as a central dynamic within education.

Gerald Haigh is Head of Henry Bellasis Middle School, Bedford.

## Can moral and religious education be combined?

## In good faith

ALAN KETTLEDAY

Not only the 1944 Education Act, but the influence of a host of DES and HMI publications have helped ensure the survival of religious education in British schools. Similarly, not only the traditional desire to teach "right from wrong", but increasing interest in morals as an "area of experience", has ensured that schools also attempt to take into account the need to provide some form of moral education besides that which may arise incidentally from school life.

There is, however, a significant problem for education (though it is rarely recognized as such), in that while RE teachers insist that moral values comprise an important dimension of religion which cannot be ignored, and which must, in practice, be considered in relation to specific moral issues, moral purists insist that there is no necessary connection between religion and morals and that to link the two in schools is likely to confuse pupils and result in their gaining a false impression of what it is all morally.

The challenge is to devise some form of coherent contribution to the core curriculum which provides disjunctively "religious" education and distinctively "moral" education, without educational expectations of both religious adherents and moral autonomists.

Some time ago, Section 4 of the Education Authority introduced a curriculum development project, "The Forbury Project", which I believe does just this. Over 600 secondary school pupils were invited to write about the kind of RE which they considered would be of lasting importance and interest to them. The vast majority wanted to know what religions had to say about the real-life issues which they faced.

These moral issues could not be fudged, but neither could be danger of relating them solely and inextricably to religious beliefs be ignored.

The Forbury project seeks to provide valuable religious education and to make a worthwhile contribution to moral education. Its major characteristics include its emphasis on non-cognitive aims and objectives (though not to the exclusion of the cognitive), the introduction of a range of religious and moral perspectives and the organization of new and traditional content into a problem-perspective. It could be taught conscientiously by a person of any religious faith, or of none, though it is genuinely "religious" in both aims and content. Its ultimate aim, as regards RE, is "to bring pupils into an understanding of the religious dimension to life (with particular reference to Christianity as the basis of our culture), so that they are able in due time to make their own responses and can continue to think out the issues involved after leaving school."

The project's initial task in respect of moral education is to make clear the fact that religion has an ethical dimension, and to locate this within the context of its other dimensions. Pupils' religious education becomes more explicit and purposeful, and their where, at the outset of secondary education, they are ready to undertake a study of the phenomenon of religion - including a study of the nature of the rules followed by religious people.

According to the project team, some of the rules found within religious moral codes are meant to enable people to live together in harmony ("Thou shalt love thy neighbour as thyself") while others are meant to show what God requires of them.

continued

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Book 1 - Foundations of Faith 0 333 39216 7. Book 2 - Celebrating a Faith 39217 5. Book 3 - Living and Faith 39218 3. Macmillan £3.95 each.

Macmillan's series is intended for use in the first three years of the secondary school; it claims to be non-confessional in approach, paying particular attention to the Sikh, Islamic, Buddhist and Hindu faiths, examining the Judaic-Christian tradition in detail. The course is designed to be complete in itself apart from assuming pupils have access to a Bible. The books are attractively laid out and illustrated with a mixture of colour and black and white photographs, with the occasional line drawing.

The text is simple and straightforward, and, at first sight, the books are very appealing. On reflection, however, one does look for a more demanding approach where pupils can be stretched. While the language will be easily understood across a wide ability range there is little in any of the books to push the more able pupil. The general method is to take a theme and to explore it using, in some cases, words of a person of that faith, or a description from another book. This does give a useful anthology-style which will attract pupils and teachers. One disappointing aspect of all the books is the suggestions for pupil activities which appear to lack direction. The questions at the end of a

### In good faith continued

"Thou shalt love thy Lord thy God". The former are believed by adherents to be the essential for God, but these

being said to be divinely sanctioned since they are what God requires, to break them is to offend God.

A basic understanding of these fundamental ideas is considered a prerequisite of the problem-centred study which takes place in the fourth and fifth years of schooling. Within the project, "This does not mean simply discussing the 'problems of life' so much as looking at matters of personal, family, social and international concern from a religious standpoint... It is not intended that such material should become simply a syllabus for general studies but that they be clearly related to the religious standpoint... Such a syllabus should regard as a means of expanding the concepts already gained, either by looking at these matters 'through religious spectacles' or by looking at (say) Christianity through the viewpoints of others who in such matters might adopt a contrary position."

Other work (including study of scriptures and of religious art) and existential questions and a sustained attempt to bring about an empathetic understanding of what it would be like to be (say) a Jew or a Muslim) is intended in part to ensure that such study is "real, informed and indeed possible".

Reference to the project's approach to questions of sexual morality, from within its work on personal relationships, typifies its treatment of controversial issues. Here, the project aims "to help pupils to understand something of the nature of love and marriage; to encourage the view that sexual relationships should be approached in a mature and responsible way; and to develop an understanding of the views and practices of various religious faiths".

Mature and responsible attitudes are not, however, equated with the views of any particular religion. Rather, a number of views are examined, together with their distinctive religious grounds, where appropriate, on the understanding that religion might be regarded as a source of enrichment and support for morality rather than its cause or justification. The perspective of the religious man is different from that of the Humanist; he has "extra", non-entailing reasons for his moral point of view. But like the Humanist, he is concerned with other people's interests and the rejection by

topic seem to suggest that the author has not paid sufficient attention to how the pupil engages in a discussion, why they are to carry out a task. Nor is a clear purpose for the activity. As each double page is virtually complete in itself the apparent purposelessness of the activities encourages a staccato effect in the book as a whole.

The lack of coherence is picked up on occasions by the author's superficiality and over-simplified view of religion. The time chart (Book 1, page 24) simply will not do, it is naive in the extreme, ignoring when religions themselves claim to have originated as well as the complex inter-relationship between them. Similarly, under the theme "The teaching of Jesus" (Book 2, pages 24-33), is a sub-heading "Life after Death" but the content is not connected with Jesus and only a small part deals with parables. Surely a better heading might have been "Parables" with an attempt to help pupils explore the different layers of parable.

However, as with all books, one has to accept the limitations of space and in the main these are attractive and interesting. Much of the information is familiar, but the author has found an imaginative way of polishing up the old material. Whether they would be sufficient to set as the cornerstone of a three-year course is doubtful, for the information is rather thin and needs to be supplemented, but they would certainly make a lively contribution to an established course.

Alan Brown

pupils of his religious beliefs need not lead to their rejection of the whole idea, shared by a believer and sceptic, that a non-exploitive attitude ought to be adopted towards matter of sexual

way that there need be no confusion between "the religious" and "the good". The pupil is not taught that morality is reducible to religion - yet he is left in no doubt that in fact, if not in philosophy, religious beliefs clearly affect attitudes and behaviour in respect of both public and private morality.

Of course, this approach has its philosophical and practical difficulties (what sort of RE or moral education has a whole but I believe none the less that it could be widely employed to good effect. It manifests a practical recognition of two key points made again recently in curricular discussion: first, that the areas of learning and experience referred to by Her Majesty's Inspectors "are not... discrete elements to be taught separately and in isolation from one another" and second, that "Schools should ensure that however the work of pupils is organised... each of the areas of learning and experience is represented sufficiently for it to make its unique contribution, part of which is to assist in the development of knowledge, concepts, skills and attitudes which can be learnt, practised and applied in many parts of the curriculum".

As things stand in many schools, it seems, RE and ME (if they take place systematically at all) go their separate ways. I would hope that the approach outlined here might be one way forward and that the RE offered under its auspices might help youngsters not only to understand religion but to confront and make the sort of moral decisions with which they will at some point be faced.

The Forbury Project - a curriculum development project in religious education, Seton, 1979. All quotations are taken from the Project's second school syllabus, unless otherwise indicated.

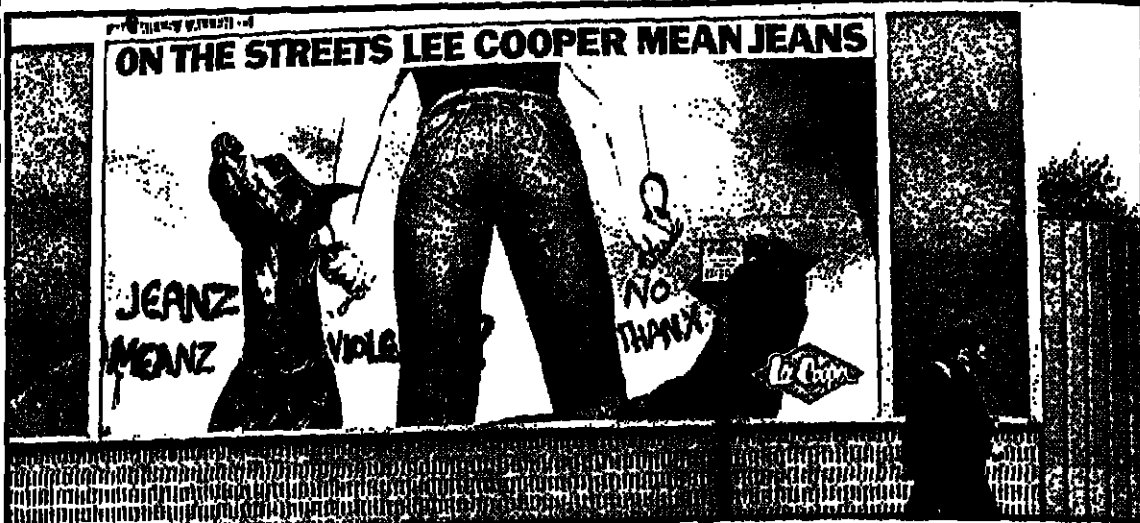
The Curriculum from 5-16. DES/HMI, paragraphs 1985, 78-79.

"What is religion?" Smart, N. and Holder, D (eds), *New Movements in Religious Education*, Temple Smith, 1975, p.20.

"Knowledge and the Curriculum", Hirst, P. H. Routledge and Kegan Paul, 1974. The Curriculum from 5-16, DES, 23-34.

Allan Kellard is deputy head at Brownhill School and Community Centre, Walsall.

## Religious education and advertising



## Breaking the skin barrier

CHRIS ARTHUR

It is an instructive exercise for the RE specialist to ask S1 classes at the beginning of their first term to identify an assortment of symbols, both sacred and secular. The results are often surprising. The heart of the advertiser and shatter the complacency of those who might suppose that religious values are somehow automatically transmitted from generation to generation.

If my experience is anything to go by, it seems that we are living in a society in whose schools the symbols of organizations like, say, the United Nations, or the Commission for Racial Equality, are virtually unknown compared to the various logos and liveries of a host of consumer products. Coca Cola's "dynamic contour curve", for example, seems to be a universally recognized emblem. What sort of value-environment are our children growing up in when their awareness is

more appropriate ones" - appropriate, that is, in terms of making us buy some product. Often enough it seems that the system is effective and a host of images and nugatory imperatives lodge persistently beneath our skin. At Christmas time especially, the advertisers go all out to needle us into yet further excesses of consumption. To some extent, of course, education shares with advertising the desire to capture an audience's attention and lodge images, ideas and values deep in the psyche. There is, however, an important difference. For while education operates for the common good and addresses its audience through reason, appealing to the pupils' intelligence, advertising cuts this awkward corner and, operating on a level of emotional appeal, seeks to

erroneous picture does not emerge on our TV screens and in the pages of our papers and magazines? Is the world-view which is presented in the scores of sentimental scenarios on TV, where beautiful, young, successful people (by far the dominant group in advertising's world) solve pseudo-problems by recourse to purchase, adequately countered by the education which our children receive? Since RE is centrally concerned with the study of value-systems, there is surely a case to be made for it giving some attention to the picture of the world purveyed by advertising. In fact, if religious and moral values are not considered side by side with (and as a challenge to) advertising's values, it seems only a matter of time before we produce a generation that will be blind to all but a consumer's vision of the world.

Marshall McLuhan believed that one day "education will become recognized as a civil defence against media

all lip-service to rationality, it aims for the eyes rather than the intellect and bombards us with a veritable armada of value-laden imagery. Thus (to quote from one of their recent "personal letters") the American Express card is not just a small greenish square of embossed plastic which facilitates credit, but something by which "you tell the world - and yourself - you've made it". Such pompous, egocentric (and, when you stop to think about it, quite ridiculous) values are attached to a wide variety of products from cigarettes to cars, from drinks to toilet paper, via a kind of technicolour mythology. In buying them we display our elegance, superiority, good taste and so on.

I am not denying for a moment that consumer ads are often amusing, usually very well made and occasionally informative. As such, there are grounds for seeing them in a more positive light in terms of their entertainment, aesthetic and information value. Moreover, surely there are abundant guidelines to regulate their use and prevent any intolerably illegitimate sales technique being foisted on an unsuspecting public. But is this enough to allow them the predominance they have achieved in modern society?

The British Code of Advertising Practice states as one of its general rules (5.1) that: "No advertisement, whether by intimation, ambiguity, exaggeration, omission or otherwise, should mislead consumers about any matter likely to influence their attitude to the advertised product."

But from the point of view of most religious codes of value, surely all advertisements fall foul of this requirement. From almost any religious perspective I can think of, the problems which advertising presents as requiring a solution (getting rid of dandruff, achieving a tanned winter skin, finding love after failed paper etc) are simply the more important business of "right living". Moreover, in showing problem situations which are invariably solved by acquiring some product, advertisements serve also to obscure the existence of those apparently insoluble existential problems (time, suffering, death, meaning etc) which are the concern of religion.

Are the advertising safeguards enough to ensure that a totally

to the fallout from advertising's vision of the world which, if we become contaminated, threatens grotesquely to distort our perception of values and distract our attention from the urgent realities, political, economic and social, of the human situation.

In the 30-second dreams which are the currency of TV advertising, no mention is ever made of the animals killed to ensure the safety of some new cosmetic; the pollution which is a side effect of producing a particular kind of container; the appalling foreign employment practices (offending against any religious or ethical outlook) of some of the multinationals who supply us with tea and coffee; the people who will starve because of the agricultural policy which allows us to afford and enjoy certain foods; or the colossal sums which, in a world of real human need, are squandered in fulfilling the continuance of this world dreamline. (Global spending on advertising is reckoned to stand at some 200 billion dollars a year - more than 500 million a day.) Do such omissions not mislead consumers about the products advertised, about the lives they lead, about the world they live in?

The trouble is, that a critique of advertising soon brings us into conflict with some of the founding assumptions of our culture about production and wealth. Moreover, the rhetoric of compulsion entertainment, and the triviality it brings in its wake, will soon raise its head if we suggest that public channels of mass communication could, perhaps, be used in a more socially constructive way than at present. Clearly RE cannot hope to take on such imponderables. It can, however, begin to foster a critical awareness of the advertising values which are all around us and encourage pupils to compare them with religious and moral values, and to think back to the world: it is time we made an eye-catching educational drama out of what has all the dimensions of a spiritual crisis, instead of passively allowing our skin barrier to be broken by a value-system that reason and compassion would surely combine in rejecting.

Dr Chris Arthur is Research Fellow for the University of Edinburgh's Media and Theological Education Project, and a member of the Scottish Council of the Christian Education Movement.

## RE provision at advanced levels

## Empty places

GEOFFREY DUNCAN

A couple of years ago my daughter chose religious education for one of her A levels. The reason for her choice being that she reckoned it to be one of the easier subjects. My attempt to put her right on this perception was seen perhaps to have some validity when one of the first books to which she was referred was Hick's *Philosophy of Religion* and words such as "ontological", "phenomenological", "epistemological" made their disturbing impact. She went on to achieve a reasonably respectable grade which enabled her to proceed to her chosen area of higher education.

But in all this she was very fortunate in that she attended a comprehensive school which offered A level religious education, with a reasonable number of students opting to take it and a qualified head of department on the staff. Sadly there would appear to be a decreasing number of schools in a comparable situation. I have been informed that in one of the country's largest northern cities there is currently not a single student studying RE at advanced level and the situation in the Midlands has been steadily deteriorating, though in the latter case many Church secondary schools are maintaining a commendable A level provision, statistics that have recently been provided by one examining board (the AEB) confirm such a trend: 370 students sat A level religious studies in 1983; after what now appears to be a one-off rise to 400 in 1984, numbers have steadily fallen to 343 in 1987.

How and why has such a situation come about? Many of us can make little sense of the world as far as religious values are concerned. This area would be timely, especially when one thinks of the situation in our schools, colleges, universities and in the wider society. The curriculum of further education as well as in secondary school sixth forms. A model for such research has been provided by the Hereford Diocesan Council for Education in co-operation with the Saltaire Trust, who recently produced a survey which investigated the place of religious studies in current curriculum provision within a selection of further education colleges.

Of course, to a large extent, the 16-plus picture reflects the preceding stage of education, where the situation

for some time has been far from satisfactory. Early feedback on the impact of GCSE gives some cause for concern. Although the new national criteria for GCSE religious studies are very good, there are reservations over the extent to which the form, structure and content of the new syllabuses are failing to reflect them sufficiently. A Diocesan Director of Education has recently claimed that many schools in his area that were able previously to offer O level or CSE courses in religious education are having to omit it from the range of subjects on offer for the GCSE, owing to the pressure on available resources from other subjects. And so the vicious circle operates: inadequate provision in secondary schools for the statutory age range, little if any provision at advanced level, a decreasing number of student teachers seeking a qualification in the subject with empty places at training institutions, and back to the unsatisfactory situation in the secondary schools wishing to study it at advanced level, in spite of more options being available in religious studies.

In 16-plus institutions other than sixth-forms, the situation is generally far worse. The picture becomes grimmer still when one contemplates the provision of religious education other than for an examination course. The DES circular "Providing for Quality", issued earlier this year, claimed that progress was being made by local education authorities to meet "effectively, efficiently and economically... the needs of the 16-19 age group".

The ways in which needs can be met are discussed and recommended in the increasing pressures to specialize after 16, should three of the five subjects mentioned in the Education Act 1944 (which have links with religious education) virtually disappear from the curriculum of many students of 16-plus. In addition to their having the opportunity of studying it for examination purposes, should attempts to increase the religious literacy of young people cease at 16, particularly when their stage of maturity makes many of them more than ever before concerned about fundamental issues of life?

The Swann Report perceived religious education as having great potential for playing a crucial role in a

pluralist society. It would be strange indeed if the report's vision of "Education for All" had no relevance beyond the age of 16.

The Hereford report puts the issue plainly: "For some time concern has been expressed about the provision of religious education for young people over the age of 16 years in the further education sector. Many more young people now enter this sector and there is some doubt whether curricular provision has been developed to include religious education for existing students and for new and different types of students." Many will think the reference to "some doubt" is a considerable understatement.

There is unlikely to be a sudden proliferation of formal RE/RSE courses. Perhaps the more pressing challenge to all 16-plus institutions is to explore and implement ways of injecting perspectives on morals, values, religion, the spiritual, into the existing programmes of study; no mean challenge in institutions where the "utilitarian", "functional", "vocational" approaches can dominate almost exclusively. (References to "vocational" can be ironic for, as the Hereford study points out, the term "vocational" has always had a spiritual overtone). In these days when technology is being given an increasingly high profile as an essential element in education, it is salutary to recall some words from "The Cult of Information" by Theodore Roszak, recently reviewed in these columns (14.8.87). Roszak argues that young people need an education "which will equip them to ask hard, clinical questions: Why is the world like that? Who made it that way? How might it be?" Roszak goes on to observe that there are subjects that help people answer those questions: "They are called social sciences, history, philosophy. And many of us would argue, religious education."

When I recently asked the Chairman of the RE Council what he thought was going on with religious studies for the 16-plus, he replied, "Not a lot... but there should be". (Although he added that there were some interesting and exciting initiatives either in progress or about to be launched.)

scribes in the first part have a long haul ahead of them to win hard support for religious studies in the education scene on education grounds", as for as the 16-19 scene is concerned. The Hereford survey, in noting the many difficulties that encompass the inclusion of religious education in the FE curriculum, sees them as cause for "not for silence, but for initiative and advice".

Geoffrey Duncan is Schools Secretary to the General Synod Board of Education and Deputy Secretary of the National Society for Promoting Religious Education.

## In perspective

GCSE Coursework: Religious Studies. A teachers' guide to organisation and assessment. By Dinah M. Hanlon. Macmillan Education £4.95. 0 333 45218 6. 24 pp.

Jesus in the Synoptic Gospels. Religious studies course for GCSE. By Diana Morgan. Macmillan Education £5.95. 0 333 45219 4. 24 pp.

This is the school year in which teachers and pupils alike will experience the new GCSE examination for the first time. It is therefore a delight to read Dinah Hanlon's comprehensive and stimulating *Guide to GCSE Coursework*. More important, it puts the whole GCSE turmoil in perspective and offers positive, informed and practical advice. This guide alerts the reader to the syllabus-offers of all six examinations, boards, while giving adequate information on how to manage any particular course.

The style is clear and concise, using headings and illustrations progressing from the development of the national GCSE to practical suggestions for implementing the tasks which encourage differentiation and positive achievement in a mixed ability situation. The teacher is shown how to organize and plan coursework assignments, developing the skills and confidence needed to undertake her or his new formal assessment role. The core of the guide is devoted to the teacher helping and supporting students in fulfilling the added objectives of Understanding and Evaluation, underlining the implications for teaching style and student activity. Annotated examples of pupils' work are included.

Every headteacher, school governor, and religious leader who wishes to be well-informed on the value and scope of religious studies should own a copy if they are to support this new enterprise.

Two recent publications have been marketed specifically for GCSE, one dealing with a biblical text course, and the other with the area of contemporary religious and social issues. Diana Morgan in *Jesus in the Synoptic Gospels* has provided a resource which will well within its own definition of GCSE: "a fresh approach to familiar material"; questions are provided in each of 30 units to "test yourself on facts", "check your understanding" and to find out "what do you think?". Mixed ability provision is catered for by the style of presentation which allows the teacher to decide which students need to spend time absorbing "factual" information, and which are ready to proceed to the "more demanding" task of evaluation. This account of mixed ability provision, unconvincing. Often the most inarticulate child begins with evaluation. If Dinah Hanlon links

textual studies with gaining "insight as to the significance of these texts in the lives of believers today", then this is where the challenge needs to be met. Jesus in the Synoptic Gospels is a well-produced gospel textbook aimed at explaining the significance of what is primarily written in the gospel of St Mark. However, the teacher with less motivated pupils of average and below average ability may need to develop supplementary classroom activities to keep the pupils' interest. The demands of a text syllabus ignore, but do not discount, the need of the child to identify skills being acquired when assessment is only measured by how much of a gospel has been studied.

Barbara Wintersgill in *Facing the Issues* has written a book which provides up-to-date information on contemporary issues, always to be welcomed by teachers of personal and social concerns. My worry is whether the pupil will gain as much as the teacher, who may well be contributing in making the values to students who do not naturally turn to books for help in making up their minds. Many teachers will be discouraged by a chapter title "Other races and religions", though perhaps this is endemic to syllabuses which encourage pupils to become armchair critics on a range of issues, rather than explore possibilities within local communities and pupil experience. In this instance the challenging and varied nature of religion is well integrated, all through the book and integrated for follow-up work do point to possible ways of helping the students to make the issues their own.

David Griffith



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## COMPUTERS/IT

## On target

David Marshall looks at four authorities' approaches to in-service training



As the number of computers in schools has grown, and the pressure from all manner of sources has become more intense, so the need for some form of in-service training has had to be faced by all local education authorities. A

national consensus over what teachers should be doing in terms of software and cross-curricular applications seems to have emerged over the last few years. The government's insistence that a long-term plan had to be submitted by the end of December if

education support grants were to be made available, helped concentrate minds wonderfully. The fact that the original thrust to have computers in education in all schools came from the government makes it not too surprising that money was made available for aid to be given to trainers in all L.E.A.s through MEP, the Microelectronics Education Programme. But it is sad that some of the better products they brought into being, namely their inset packs, have found relatively few places in the L.E.A.s that helped to fund them. It is also sad that many were about to be involved in formulating plans when MEP came to an untimely end.

One authority that places great store on MEP packs at primary level is my own in East Sussex. Ours is a common problem - the county is large in area and possesses many scattered communities, most with small schools of their own, which makes school-based inset very difficult to provide. Their organization is, therefore, based around the county's four teachers' centres at Hastings, Eastbourne, Uckfield and Brighton.

The Brighton centre, at the local polytechnic, is the base for the support unit - ESSUCE. As well as having a large software collection for teachers to view at any time and a full-time technician, this unit has one full-time organizer and several part-time support teachers who are seconded for one day a week to travel round schools in their area, giving help and advice to teachers in their own classes. They are also available for help with dry-closures in the various parts of the county.

In Warwickshire the organization is similar. Based at the county's computer centre in Leamington Spa, the inset provision comprises three main parts. First, local primary schools are encouraged to use the resources and expertise of their receiver secondaries. Sessions organized outside term time have been well supported. Secondly, there is a portable set of equipment at the centre that can be taken around to other schools for local sessions. These can involve a number of schools not just

for advice was impossible for many teachers, so in some places a number of teachers in schools became very proficient while others were still at square one.

This led directly to the setting up of their idea of "host" schools, a scheme whereby 14 primary schools around the county agreed to run low-level training courses for schools in their vicinity and to act as software centres. Their activities were to be monitored and assisted by the county's Primary Curriculum Development Officer. In order to raise the expertise of the host schools, a representative from each attends a 30-day DES course on "Information Technology in a Broad and Balanced Curriculum", based at MEDU. This form of inset organization has the added bonus of bringing teachers together and pooling their concerns, expertise and frustrations. It is also essentially practical and class-based. Lincolnshire also furnished a Technology Bus with six BBC micros to take in-service training to their outlying areas.

Finally just 30 miles from Lincoln, in Nottinghamshire, there is an organization which has created a pyramid for the dissemination of information and help. The motivator was a head of department in the local high school, who had recognized the need to help teachers in the local lower secondary school to come to terms with the implications of IT and the differing levels of expertise that their feeder primaries possessed.

Some form of general help was required that would be self-motivating, to provide for the teachers what they needed for their future progress in IT. A representative from each of the schools in the area attended a meeting at the upper school to establish the common ground and begin training. Since the upper school was fortunate in having many computers and a grant for further training, this proved an excellent way of using the very scarce resources that the L.E.A. had to offer. It soon emerged that both the upper and lower secondary schools had little idea of what was going on in most

## Online

On line TINS mailbox number: YNK 086

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Computers in Glasgow, would some examples, are software for BBC systems (40/80-track disc). Class is Tony Adams and Esmor Jones' publishing house - Cambridge Language Arts Software Services Ltd, of 2 Howard Court, Howard Road, Cambridge CB5 8RB.

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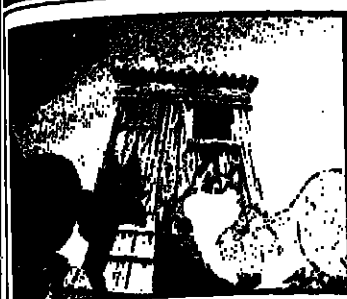
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Also, PUBLICLY launched at ETCS2 was *Herofax*, a BBC teletext extension from Heron Software. There have been teletext emulators before, but what is novel about *Herofax* is the ease of editing all its facilities, the drop-down menus, making it a handy use and avoiding the need for a manual. *Herofax* costs £15 and publishers are keen to promote licensing arrangements with L.E.A.s. Contact PO Box 14, Paisley PA2 9NS.

Jacquetta Megarty  
Video

The next page of video reviews will appear on January 15

## MEDIA



Cartoons with 'A Winter Story' (above), drama in 'The Finding' (below) and archive film and reconstructions in 'Christmas Past' (centre)



Old favourites in 'EastEnders' (above) and a television showing for the RSC's production of 'The Life and Adventures of Nicholas Nickleby' (below)



## A wholesome feast

Hugh David previews holiday programmes for younger viewers

Piled together, the Christmas information packs from all the television companies tip the scales at 31½ hours this year. Throw on copies of the Christmas and New Year double issues of *TV Times* and *Radio Times* and the whole lot weighs as much as a small turkey. Many a discriminating viewer might be tempted to dismiss the Christmas season as a time of excess but the thoughtful additives (seasonal special programmes, the *Two Ronnies*, *Rus Abbot*, *Gary Wilmot*, *Bobby Davro* and *Des O'Connor*) between them they do offer younger viewers a rather wholesome feast this Christmas.

Not for the first time, Channel 4 is providing most of the meat. At any other time of the year its almost daily offerings of animations from around the world would have been hailed as a festival in their own right. Christmas being Christmas, they will hit the screen without a word, so look out not only for "family shorts" packed under the series title *Christmas Crackers* and dotted throughout next week but also for more substantial offerings.

Quite rightly, *The Snowman* has a repeat showing (Christmas Day, 5.25pm) and so do the charming Welsh *Winter Story* (December 21, 12.30pm) and *Skyline* (January 3). New, and equally suitable for children, there is also *The Christmas Star* (December 24, 2.35pm) a beautiful seasonal film by Czechoslovakia's leading animator, Hermine Tyrlowa, and *Christopher's Christmas Mission* (December 29, 11.05am), a thought-provoking piece from Sweden which manages to bring Robin Hood into the Christmas story. Equally new, but perhaps not quite

so suitable for children, and hence given an ultra-late slot, there is a six-part adaptation of tales from Boccaccio's *Decameron* (beginning on December 21, 12.15am). The stories are retold by Roger Woodley - he of those quirky rhymes at the back of the *Radio Times* - and the silhouette animations are exquisitely beautiful. Well worth a look.

On the other hand you might find something equally good (or even better). Something like a segment of one of the Children's Film Unit features which are among the innumerable films on offer over the holiday period. There's *The Glimmering Ghost of a Chance* (BBC1, December 29, 4.45pm) and a hit at last year's London Film Festival - *School for Vampires* (C4, Christmas Eve, 12.10pm).

The chances are, however, that you'll get one of the real "specials", nearly all of which seem to be going out during what used to be called Children's Hour. *The Finding* (December 23), ITV's all-star adaptation of Nina Bayden's story of the baby found on the bank of the river Thames, begins at 4.15pm. Then there's *Barnum* (BBC1,

The Queen, EastEnders, then Indiana Jones and the Temple of Doom - a world-beating triple bill

normal schedules left this Christmas. *Blue Peter* will then on Christmas Eve (BBC1, 5.00pm) and back with the *Review of the Year* a week later (BBC1, January 31, 5.05pm). But by and large the programme controllers have hidden rough-shod over regular time-slots in their attempts to place their "specials" as advantageously as possible. Though *Pob*, *Splash* and *John Craven* will all be at their normal times.

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New Year's Day, 2.50pm), in which Michael Crawford displays how he limbered up for *The Phantom of the Opera*; *The Reluctant Dragon* (ITV, December 31, 4.40pm), a beautiful new animation of a Kenneth Grahame story by the makers of *The Wind in the Willows*; and *The Old Man of Lochnagar* (C4, Boxing Day, 3.50pm) a fairy-story.

Still on Channel 4, there are a couple of repeats which also fall into the *Children's Film Unit* category. *The Queen* (starting January 2) is there to warm us up for *Anne of Green Gables* - *The Sequel*, a conflation of Lucy Maud Montgomery's three later "Anne" books, which begins on January 16, but is none the less welcome. *The Life and Adventures of Nicholas Nickleby* (beginning December 29, 3.00pm) is simply something which all older children should see. If they have been following the BBC's glorious Sunday tea-time adaptation of *Vanity Fair*, they will appreciate its originality; if they haven't, they'll still be enthralled by this nine-hour record of the spectacular Royal Shakespeare Company show.

At any other time of the year all that would have added up to a bumper harvest for the discerning young viewer - but for programme controllers' Christmas isn't Christmas without Santa and a touch of "tradition". Hence this year, although *Tarby*, *Cilla*, *Ted Rogers* and *Les Dawson* will doubtless be climbing into red capes and brandishing the mistletoe, there are a number of programmes exploring the customs which lie behind the coming festival. Jon Perle attempts to psycho-analyse Santa in a repeat of a very weird investigation called *The*

*Curious Case of Santa Claus* (C4, Christmas Eve, 6.10pm), while London Weekend have used archive film and dramatized reconstructions to depict *Christmas Past* (ITV, December 20, 5.10pm).

And so to Christmas Day itself, on which the big film has long since replaced the family pantomime as the goes out at the bizarrely early hour of 7.50am (and even that is after *Play School*) to free the afternoon for a world-beating triple-bill: *The Queen* (3.00pm), *EastEnders* (3.10pm) and then a first run of Steven Spielberg's *Indiana Jones and the Temple of Doom* (3.40pm) ... They'll miss Michael Grade.

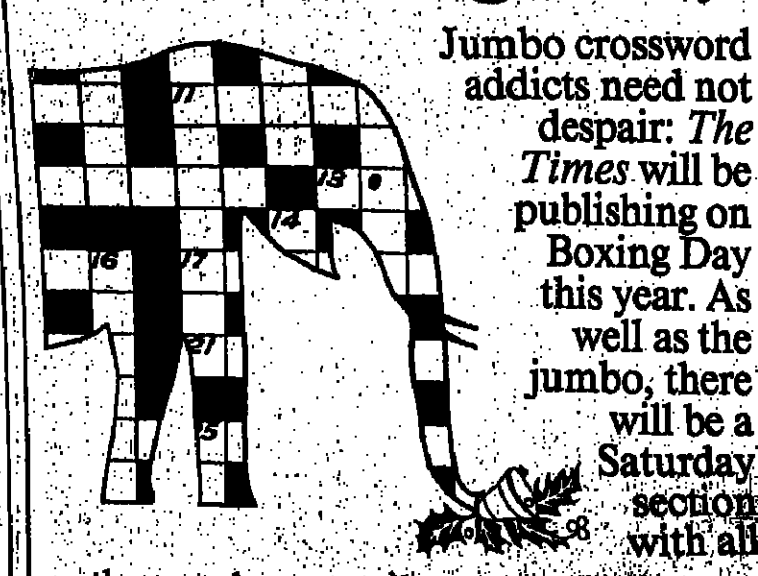
Widely, ITV is not attempting to compete. Instead, it is keeping its powder dry for Boxing Day when it has both a sort of panto in *Robin Cousins' Ice-show The Sleeping Beauty* (5.50pm) and the phenomenally popular *Ghost Busters* (7.30pm) as the early evening film. That ends at 9.30pm, high time for youngsters who have been watching since *Jack and the Beanstalk*. BBC1's Boxing Day mini-panto at 8.50am to be shepherded backwards.

Those who have enjoyed BBC1's dramatization of Gerald Durrell's *My Family and Other Animals* will want to direct their family towards Durrell's *Ark* (BBC2, January 1, 6.10pm). Others may well decide that the holiday is over and commandeer the set for such treats as *Mon Cheri Papa* (C4, December 27, 7.15pm) in which children's illustrator Maurice Sendak gets to know Mozart, or Jonathan Miller's version of *The Mikado* (ITV, December 30, 9.50pm). And who can blame them?

Both BBC and ITV companies have a good record of providing subtitles via Ceefax and Oracle, on mainstream and children's services, but one problem area remains: Schools Broadcasts, an increasingly important area as hearing impaired children integrate after the 1981 Education Act. The only subtitled series is the BBC's primary *Zig Zag*. However, most schools programmes, particularly the secondary ones, are used on video. Ceefax and Oracle subtitles are generated at exactly the same time as the broadcasts are transmitted, but they can't be recorded on video in the same way that pictures can. What's needed is a fairly godlike invention: a magic box for downloading and playing back subtitles. Mixing into the picture might be difficult, but a good second-best would be titles that could be shown on a separate screen either below or above the main TV.

Nick Baker

## THE TIMES on Boxing Day



Jumbo crossword addicts need not despair: *The Times* will be publishing on Boxing Day this year. As well as the jumbo, there will be a Saturday section with all

the regular contributors, a Christmas Quiz, and complete weekend television, radio and entertainment listings, plus a preview of Boxing Day sport - including full race cards.

To ensure you receive your Boxing Day *Times*, complete this coupon and give it to your newsagent today

I would like to receive a copy of *The Times* on Boxing Day

NAME .....

ADDRESS .....

*Literacy: Literacy with Adults* is the title of the full evidence from the National Child Development Study, which reports made a number of head teachers in 1981 (then aged 23), one in 10 reported problems with reading, writing or spelling since leaving school. Contrary to popular belief, of those reporting problems, more (72 per cent) identified writing/spelling than reading (29 per cent). As expected, men were in a majority (12 per cent of men versus 7 per cent of women).

Such problems can be serious in daily life as well as the world of work and job-hunting, but handicaps can be overcome by those willing to recognize them and seek help. To our national disgrace, no less than 46 per cent of those with basic skills problems had received no post-school training or education. But the computer can be a powerful ally in the teaching of adult basic skills, and is recognized as such by ALBSU, the Adult Literacy and Basic Skills Unit, which published the full report (£3.95) and has also prepared an excellent 16-page free summary.

ALBSU has commissioned a number of software projects reviewed in *The TES*, October 16. *Baselines*, the most recent, was produced by the Resources Unit of Cambridge Train-

ing and Development Ltd and is provisionally suited to anyone interested in helping 1988 school-leavers to identify their strengths and weaknesses. The pack provides guided self-assessment in reading, writing and number work in three stages. *Baselines* consists of a disc (BBC 40/80 or IBM) and a magnificent 98-page colour booklet with examples (posters, poetry, cuttings, maps, timetables) to which some of the questions refer. Language is simple and print design is mostly superb, except for the screen photographs which oddly reproduce the inferior IBM display in preference to the clear 40-column BBC display. There are well-worded notes for users, including reassurance that their answers are not stored by the system. However, the answers are echoed back in a printout which they can take away and discuss with their tutors.

The *Baselines* Project has built-in evaluation and there will be a further edition in 18 months or so. Schools can buy the pack for the modest price of £15. ALBSU has also produced a basic education pack called *Computers and Information Technology*, with good print back-up but rather pedestrian software disc (BBC 40-track), priced £10. ALBSU is at Kingsbourne House, 229/231 High Holborn, London WC1V 7DA.

JM



CONGRATULATIONS ARE IN ORDER for Thomas Television and director Adrian Brown who recently collected an International Emmy in New York for the national production *The Bells of St. Anne*, about American reclusive poet Emily Dickinson. The award was for the best programme in the Performing Arts programme. Since its first showing on TV Schools in the Autumn of last year, it has had two subsequent screenings on mainstream ITV and Channel 4.

It's not unknown for British Schools TV programmes to win International

the tapes to whole classes would be a breach of copyright.

For the same reason, you won't be able to introduce your media studies group to the outer limits of TV after Christmas. Record *Invisible Man* (C4 11pm - Midnight, December 21) to see how scratch video works and how it can



an excellent way to get your class interested in radio, you may think. But before you give your favourite English teacher a huge, for Christmas, be aware, the BBC stresses that the tapes can be bought for school libraries and used by individuals. However, playing

be used to spoof the network, by all means. But you won't be able to share your nostalgic memories of the *Invisible Man*, Peter Brady, *Invisible TV*, presenter for the night, specially brought out for retirement.

This is a roundabout way of reminding you that sometime next year, you'll be able to show what you like to your classes. If the new Copyright legislation is passed, your L.E.A. will pick up the tab, via a new licensing scheme. Who pays if your school opts out? Watch this space.

THE BBC recently announced that it is to spend over £10,000 on improving its services to the deaf. One of the beneficiaries will be Children's programmes, including, notably, *Blue Peter*, which is more difficult to subtitle on Ceefax because it is broadcast live. In 1984, the National Deaf Children's Society provided a grant for a subtitled *Blue Peter*, and when that ran out the BBC shouldered the burden until June this year.



## On target

David Marshall looks at four authorities' approaches to in-service training



As the number of computers in schools has grown, and the pressure from all manner of courses has become more intense, so the need for some form of in-service training has had to be faced by all local education authorities. A national consensus over what teachers should be doing in terms of software and cross-curricular applications seems to have emerged over the last few years. The government's insistence that a long-term plan had to be submitted by the end of December if

education support grants were to be made available, helped concentrate minds wonderfully.

The fact that the original thrust to have computers in education in all schools came from the government makes it not surprising that money was made available for aid to be given to trainers in all L.E.A.s through MEP, the Microelectronics Education Programme. But it is sad that some of the better products they brought into being, namely their inset packs, have found relatively few places in the L.E.A.s that helped to fund them. It is also sad that many were about to be involved in formulating plans when MEP came to an untimely end.

One authority that places great store on MEP packs at primary level is my own in East Sussex. Ours is a common problem - the county is large in area and possesses many scattered communities, most with small schools of their own, which makes school-based inset very difficult to provide. Their organization is, therefore, based around the county's four teachers' centres at Hastings, Eastbourne, Uckfield and Brighton.

The Brighton centre, at the local polytechnic, is the base for the support unit - ESSUCE. As well as having a large software collection for teachers to view at any time and a full-time technician, this unit has one full-time organizer and several part-time support teachers who are seconded for one day a week to travel round schools in their area, giving help and advice to teachers in their own classes. They are also available for help with day-closures in the various parts of the county.

In Worwickshire, the organization is similar. Based at the county's computer centre in Leamington Spa, the inset provision comprises three main parts. First, local primary schools are encouraged to use the resources and expertise of their receiver secondaries. Sessions organized outside term time have been well supported. Secondly, there is a portable set of equipment at the centre that can be taken around to other schools for local sessions. These can involve a number of schools not just

for advice was impossible for many teachers, so in some places a number of teachers in schools became very proficient while others were still at square one.

This led directly to the setting up of their idea of "host" schools, a scheme whereby 14 primary schools around the county agreed to run low-level training courses for schools in their vicinity and to act as software centres. Their activities were to be monitored and assisted by the county's Primary Curriculum Development Officer. In order to take the expertise of the host schools, a representative from each attends a 30-day DES course on "Information Technology in a Broad and Balanced Curriculum", based at MEDU. This form of inset organization has the added bonus of bringing teachers together and pooling their concerns, expertise and frustrations. It is also essentially practical and class-based. Lincolnshire also furnished a Technology Bus with six BBC micros to take in-service training to their outlying areas.

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It soon emerged that both the upper and lower secondary schools had little idea of what was going on, and most attention to now accept many of the children were at word processing. A series of three in-service meetings was set up for the secondary teachers to learn more about word processing. The 28 teachers who were invited attended the three meetings. This form of organization helped greatly with primary/secondary liaison.

Most counties have plans which are quite similar to these, and all appear to be heading for a five-year target. The variety of hardware and software across the curriculum, with a new confidence and awareness which benefits all the children in their care.

David Marshall is head of Rocks Park County Primary School, East Sussex

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Jacquetta Megarry

## Video

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Anna Home, BBC's head of children's programmes, the whole *Blue Peter* team and *Going Live!* presenter Philip Sealfield will be fielding viewers' calls about children's television in a special edition of the phone-in magazine *Open Air* (December 21) which begins at 8.40am. Dial 061-814 0424 to ask why such a potentially valuable programme has to have such an inconvenient slot. Surely Children's BBC wants to hear from the majority of its viewers, not just those who will be up and dozed lumbering up - for the generally excellent *Why Don't You...?* which comes from Belfast all next week and Liverpool in the week beginning December 28.

Come to that, if they had postponed the programme for a couple of weeks they could have saved many parents' phone-bills, for *Behind the Scenes at Grange Hill* (BBC1, January 1, 1.50pm) answers just about every question concerning that particular series, due back on our screens with a new cast in the new year. There are some fragments of the

## The Queen, EastEnders, then Indiana Jones and the Temple of Doom - a world-beating triple bill

normal schedules left this Christmas. *Blue Peter's* still there on Christmas Eve (BBC1, 5.00pm) and back with its Review of the Year a week later (BBC1, January 3, 5.05pm). But by and large the programme controllers have ridden rough-shod over regular time-slots in their attempts to place their "specials" as advantageously as possible, though *Pob, Splash and John Craven* will all be at their normal times.

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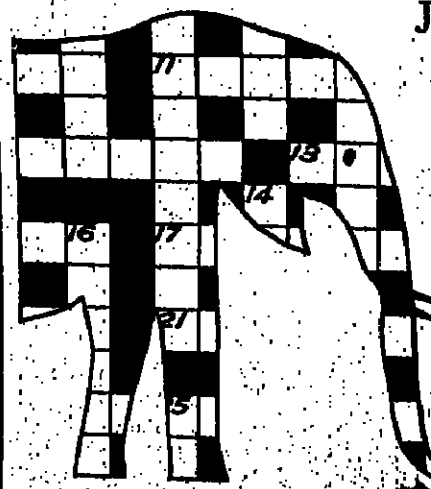
*Curious Case of Santa Claus* (C4, Christmas Eve, 6.00pm), while London Weekend have used archive film and dramatized reconstructions to depict *Christmas Past* (ITV, December 20, 5.10pm).

And so to Christmas Day itself, on which the big film has long since replaced the family pantomime as the of *Wish You Were Here*, a musical, goes out at the bizarrely early hour of 7.50am (and even that is after *Play School*) to free the afternoon for a world-beating triple-bill: *The Queen* (3.00pm), *EastEnders* (3.10pm) and then a first run of Steven Spielberg's *Indiana Jones and the Temple of Doom* (3.40pm). . . They'll miss Michael Grade.

Wisely, ITV is not attempting to compete. Instead, it is keeping its powder dry for Boxing Day when it has both a sort of pantomime in Robin Cook's ice-show *The Sleeping Beauty* (5.50pm) and the phenomenally popular *Ghost Busters* (7.30pm) as the early evening film. That ends at 9.30pm, high time for youngsters who have been watching since *Jack and the Beanstalk*. BBC1's Boxing Day minipanto at 8.50am to be shepherded bedwards.

Those who have enjoyed BBC1's dramatization of Gerald Durrell's *My Family and Other Animals* will want to direct their family towards Durrell's Christmas isn't Christmas without Santa and a touch of "tradition". Hence Rogers and Les Dawson will doubtless be climbing into red capes and brandishing the mistletoe, there are a number of programmes exploring the customs which lie behind the coming festival. Jon Pertwee attempts to psycho-analyse Santa in a repeat of a very weird investigation called *The*

## THE TIMES on Boxing Day



Jumbo crossword addicts need not despair: *The Times* will be publishing on Boxing Day this year. As well as the jumbo, there will be a Saturday section with all

the regular contributors, a Christmas Quiz, and complete weekend television, radio and entertainment listings, plus a preview of Boxing Day sport - including full race cards.

To ensure you receive your Boxing Day *Times*, complete this coupon and give it to your newsagent today

I would like to receive a copy of *The Times* on Boxing Day

NAME .....

ADDRESS .....

*Literacy, Numeracy and Adults* is the title of the full evidence from the National Child Development Study, whose report made a number of headlines last month. Of 12,500 adults interviewed in 1981 (then aged 23), one in 10 reported problems with reading, writing or spelling since leaving school. Contrary to popular belief, of those reporting problems, more (72 per cent) identified writing/spelling than reading (29 per cent). As expected, men were in a majority (12 per cent of men versus 7 per cent of women).

Such problems can be serious in daily life as well as the world of work and job-hunting, but handicaps can be overcome by those willing to recognize them and seek help. To our national disgrace, at less than 46 per cent of those with basic skills problems had received no post-school training or education. But the computer can be a powerful ally in the teaching of adult basic skills, and is recognized as such by ALBSU, the Adult Literacy and Basic Skills Unit, which published the full report (£3.95) and has also prepared an excellent 16-page free summary.

ALBSU has commissioned a number of software projects (reviewed in *The TES*, October 16). *Baselines*, the most recent, was produced by the Resources Unit of Cambridge Train-

ing and Development Ltd and is providentially suited to anyone interested in helping 1988 school-leavers to identify their strengths and weaknesses. The pack provides guided number work in three stages. *Baselines* consists of a disc (BBC 40/80 or IBM) and a magnificent 98-page colour booklet with examples (posters, poetry, cuttings, maps, timetables) to which some of the questions refer. Language is simple and print design is mostly superb, except for the screen photographs which oddly reproduce the inferior IBM display in preference to the clear 40-column BBC display. There are well-worded notes for users, including reassurance that their answers are not stored by the system. However, their answers are echoed back in a printout which they can take away and discuss with their tutors.

The *Baselines* Project has built-in evaluation and there will be a further edition in 18 months or so. Schools can buy the pack for the modest price of £15. ALBSU has also produced a basic education pack called *Computers and Information Technology*, with good print back-up but rather pedestrian software disc (BBC 40-track) priced £10. ALBSU is at Kingsbourne House, 229/231 High Holborn, London WC1V 7DA.

JM

awards in Educational and Children's categories, but William Luce's one-person play (with the reclusive poet played by Claire Bloom) is one of the rare school programmes to have won an award in competition with mainstream programmes from around the world.

CONGRATULATIONS ARE in order for Thames Television and director Adrian Brown who recently collected an International Emmy in New York for an excellent production *The Belle of Amherst*, about American reclusive poet Emily Dickinson. The award was the best programme in the Performing Arts programme. Since its first showing on ITV Schools in the Autumn of last year, it has had two subsequent screenings on mainstream ITV and Channel 4.

It is not unknown for British Schools TV programmes to win international awards. In Educational and Children's categories, but William Luce's one-person play (with the reclusive poet played by Claire Bloom) is one of the rare school programmes to have won an award in competition with mainstream programmes from around the world.

the tapes to whole classes would be a breach of copyright. For the same reason, you won't be able to introduce your media studies group to the outer limits of TV after Christmas. Record *Invisible Man* (C4 11pm - Midnight, December 21) to see how scratch video works and how it can be used to spoof the network, by all means. But you won't be able to share your nostalgic memories of the Invisible Man, Peter Brady, *Invisible TV's* presenter for the night, specially brought out of retirement.

This is a roundabout way of reminding you that sometimes next year, you'll be able to show what you like to your classes, if the new Copyright legislation is passed. Your L.E.A. will pick up the bill, via a new licensing scheme. Who pays if your school opts out? Watch this space.

THE BBC recently announced that it is to spend over £10,000 on improving its services to the deaf. One of the beneficiaries will be Children's programmes, including, notably, *Blue Peter*, which is more difficult to subtitle on CeeFax because it is broadcast live. In 1984, the National Deaf Children's Society provided a grant for a subtitled *Blue Peter*, and when that ran out the BBC shouldered the burden until June this year.

Both BBC and ITV companies have a good record of providing subtitles via CeeFax and Oracle, on mainstream and children's services, but one problem area remains: Schools Broadcasts, an increasingly important area at hearing impaired children integrate after 1984 Education Act. The only subtitled series is the BBC's primary *Zig Zag*. However, most schools programmes, particularly the secondary ones, are used on video. CeeFax and Oracle subtitles are generated at exactly the same time as the broadcasts are transmitted, but they can't be recorded on video in the same way that pictures can. What's needed is a fully godlike to invent a magic box for downloading into the picture might be difficult, but a good second-best would be titles that could be shown on a separate screen either below or above the main TV.

Nick Baker



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Headings in the classified columns now reflect the new teachers' pay structure. All vacancies in the State sector are classified by subject and incentive allowance. The amounts paid on each level are:

Main Scale Incentive:	Amount (£)
E	4,200
D	3,000
C	2,001
B	1,002
A	501

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LONDON BOROUGH OF RICHMOND UPON THAMES  
(All Equal Opportunity Employer)

**SCHOOL OF TECHNOLOGY**  
LECTURER IN PAINTING & DECORATING  
Salary Scale: £8,585 - £11,865 plus 275% Outer London Allowance

Required immediately, a suitably qualified and experienced person to take over a progression of the existing post holder.

The Section offers courses to C & 2 Advanced Craft on a Black release and LTD basis including: Upholstery, Bookbinding, Marbling and Colouring, Signwriting and Stencilling on an evening basis.

Further details and application forms (s.a.e. please) from: Assistant Administrative Officer, Richmond upon Thames College, Twickenham, Middlesex TW2 7BJ. To be returned by 8th January 1988. 220026

**WEST SUSSEX**  
EDUCATION DEPARTMENT  
LECTURER GRADE II IN MECHANICAL AND PRODUCTION TECHNOLOGY  
EDUCATION DEPARTMENT OF ENGINEERING

Application for this post are invited from suitably qualified and experienced persons who are able to contribute to the teaching of both traditional and computer aided engineering subjects on a variety of courses from craft to higher technician level. Further details and application form available from: The Principal, Chichester College of Technology, Westgate House, PO19 1SS (41551) 220026

**BOLTON METROPOLITAN COLLEGE**  
PRINCIPAL COLIN R. TERRY

**TEMPORARY LECTURER GRADE II IN ADULT BASIC EDUCATION & THE ASIAN COMMUNITY**  
IN CONJUNCTION WITH ALBSU

This is a temporary two year post available as soon as possible to be responsible for the development of a new, student negotiated Adult Basic Education provision within the Asian community of Bolton.

Candidates should be appropriately qualified with experience of Adult Basic Education, including English as a Second Language. They should be fluent and capable in either or both Gujarati and Urdu. A commitment to a user determined service is required. Normal Further Education conditions of service apply. The project workers will be expected to work an extended college year.

Further details, and application forms, to be returned by Monday, 11th January, 1988, from: The Chief Administrative Officer, Bolton Metropolitan College, Manchester Road, Bolton BL2 1ER, Tel: (0204) 31411 Ext. 3308.

**THE BUCKINGHAMSHIRE COLLEGE**

**School of Building**  
Lecturer 1 in Brickwork

Required from 1 January 1988. A suitably qualified person to teach practical skills and associated brickwork technology on City & Guilds Courses No. 388 up to Advanced Craft Certificate Level.

Salary scale L1. Attractive relocation package worth up to a maximum of £2,000 plus subsidised mortgage, in approved cases.

For application form and further details send a SAE to: Deputy Director, Buckinghamshire College of Higher Education, Queen Alexandra Road, High Wycombe, Bucks HP11 2JZ.

**BUCKS COLLEGE IS AN EQUAL OPPORTUNITY EMPLOYER**

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**BUCKS COLLEGE IS AN EQUAL OPPORTUNITY EMPLOYER**

# WALSALL METROPOLITAN BOROUGH COUNCIL

WALSALL COLLEGE OF TECHNOLOGY  
Applications are invited for the following full-time post in the Department of Continuing and Adult Education, as soon as possible.

**LECTURER IN L1001 PRODUCTION AND REPAIRING**  
The successful candidate will be expected to teach on a wide range of courses, including L1001, L1002, L1003, L1004, L1005, L1006, L1007, L1008, L1009, L1010, L1011, L1012, L1013, L1014, L1015, L1016, L1017, L1018, L1019, L1020, L1021, L1022, L1023, L1024, L1025, L1026, L1027, L1028, L1029, L1030, L1031, L1032, L1033, L1034, L1035, L1036, L1037, L1038, L1039, L1040, L1041, L1042, L1043, L1044, L1045, L1046, L1047, L1048, L1049, L1050, L1051, L1052, L1053, L1054, L1055, L1056, L1057, L1058, L1059, L1060, L1061, L1062, L1063, L1064, L1065, L1066, L1067, L1068, L1069, L1070, L1071, L1072, L1073, L1074, L1075, L1076, L1077, L1078, L1079, L1080, L1081, L1082, L1083, L1084, L1085, L1086, L1087, L1088, L1089, L1090, L1091, L1092, L1093, L1094, L1095, L1096, L1097, L1098, L1099, L1100, L1101, L1102, L1103, L1104, L1105, L1106, L1107, L1108, L1109, L1110, L1111, L1112, L1113, L1114, L1115, L1116, L1117, L1118, L1119, L1120, L1121, L1122, L1123, L1124, L1125, L1126, L1127, L1128, L1129, L1130, 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36  
LOCAL  
EDUCATION  
AUTHORITY  
ADMINISTRATION  
continued

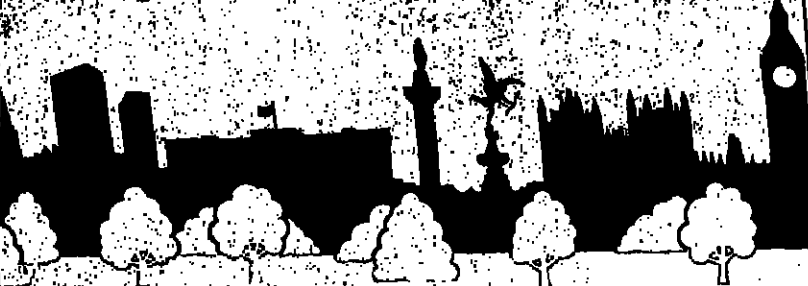
**CAREERS OFFICER** (Temporary)  
Stamford \$5/6 £8,790 — £10,647 p.a. bar at £9,854 p.a.  
Required at Stamford Careers Office, 10 Broad Street, Stamford  
from 4th January 1988 to undertake the full range of vocational  
guidance duties.  
Applicants should be qualified and/or experienced careers  
officers, including those who have recently completed or will  
shortly be completing DCG courses.  
A full current driving licence is required and a casual user car  
allowance and subsistence expenses are payable.  
This is a temporary appointment to 31st August 1989, which has  
arisen as a result of the secondment of the permanent  
postholder to a TVEI pilot scheme.  
Application forms and job descriptions are available from  
the County Personnel Officer, County Offices, Newark,  
Lincoln LN1 1YL. Telephone (0522) 552231 (24 hour  
service). Please quote ED268. Closing date  
29th December 1987.



## Education Officer

The City of Westminster is preparing plans for the administration  
of the education service in its area.  
This is a unique opportunity to formulate and develop a system  
which will provide a first class education service for Westminster. As  
Education Officer you will lead a team of officers in preparing the  
Council's submission to the Secretary of State for Education.  
You will need to have substantial experience of education  
administration, knowledge of the educational needs of a multi-  
cultural inner city area and be able to devise educational policies  
responsive to the needs of pupils, parents and other users of the  
service. Excellent management skills are essential.  
The post will be on a two year contract and applicants will be  
considered for a substantive post if the Council's plan is accepted.  
Salary will be £36,492 (performance-related) and we can offer

Executive, City of Westminster, City Hall, Victoria Street,  
London SW1E 6QP quoting ref. CH33.  
Closing date: 8 January 1988.



City of Westminster

An equal opportunity employer

## BUILDING CAREERS - FOR US AND FOR YOU CAREERS OFFICERS (EXETER & PAIGNTON) (PLYMOUTH - EMPLOYMENT) £8790 - £10647

Enthusiasm, energy - and a firm  
commitment to training. That is what you  
will find in Devon County Council's busy  
Careers Service.  
But we do not just provide training for the  
clients who use our service, we provide it  
for the people who work with us too,  
helping them get the most out of their  
work, building for successful futures.  
Both innovative and flexible in our  
approach, we are always receptive to  
new ideas, positively encouraging people  
to explore new avenues of interest.  
We want imaginative people who can  
respond to our forward thinking  
environment and who have a positive  
approach to their work.  
And because our training is so thorough,  
we are prepared to consider you even if  
you have no experience. Active young  
probationers are positively  
welcomed.  
You will find work in Devon  
a challenging

## DEVON

AN EQUAL  
OPPORTUNITIES  
EMPLOYER

## ASSISTANT CHIEF EDUCATION OFFICER (Continuing Education)

£26,000-£29,000 per annum plus personal allowance

We are looking for a replacement for Geoff Hall who has been  
appointed Director of Education for Bexley.  
Your functional task will be to be Head of the Continuing  
Education Division, one of six Divisions in the recently  
restructured Birmingham Education Department.

The Division has a key support role in fulfilling the City's  
Economic Strategy for regeneration through imaginative  
training provision.

Your leadership task is to sustain the high morale and  
commitment to the service, both within the Division and in the  
field. You must be able to maintain effective professional  
partnerships with the eight City College Principals, who operate  
as a City wide corporate group, as well as senior colleagues in  
other departments. Your success will depend on formulating  
strategies for translating Authority policies into action.

Informal contact is encouraged and can be made at any time  
by telephoning John Crawford on 021-235 2551.

Application forms (returnable by Friday 15th January 1988)  
and further details available from: Personnel Unit,  
Education Department, Margaret Street, Birmingham  
B3 3BU. Telephone: 021-235 2601 or 021-235 2188.



The City Council welcomes applications  
from all sections of the community  
irrespective of race, colour, gender,  
sexuality or disability.

## NORTH TYNESIDE Council

### EDUCATION DEPARTMENT (Re-advertisement)

### ASSISTANT EDUCATION OFFICER (SCHOOLS)

Salary P.O. 10-18 currently £16,568 - £17,151  
(£16,329 - £17,541 from 1st February 1988)  
Ref No. 380/87

Applications are invited for this important fourth tier  
post from persons with successful teaching and  
previous local education authority administrative  
experience. The duties will cover a wide range of  
activities in the day-to-day administration of  
schools working in conjunction with the Assistant  
Director (Schools).  
Previous applicants need not re-apply.  
Closing date: 5th January 1988.  
Application forms can be obtained, on receipt of a  
s.a.e., quoting job Ref. No., from the Personnel  
Department, 7 Northumberland Square, North  
Shields, Tyne & Wear NE30 1QQ.

An Equal Opportunities Employer

### SOUTH GLAMORGAN COUNTY COUNCIL EDUCATION DEPARTMENT

### ASSISTANT EDUCATION OFFICER - 16-19 EDUCATION AND SPECIAL PROJECTS

JOB REF. 11. P.O. £17674-£18768 p.a.

A vacancy exists in the Education Department for an Assistant  
Education Officer to be concerned with 16-19 Education and  
Special Projects. It is probable that the implementation of the  
Education Act of 1980 as it relates to Governing Bodies will be  
a Special Project with which the successful applicant will be  
particularly concerned in the immediate future. Applicants for  
the post must be graduates or hold an appropriate alternative  
final qualification and must have experience both of teaching  
and of administration with a Local Authority.

Application forms available (on receipt of a self-addressed  
envelope) from the Personnel and Management Services  
Officer, Floor 3, County Headquarters, Newport Road, Cardiff.  
CLOSING DATE: 4TH JANUARY, 1988. Please quote Job Ref.  
Applications are welcomed from suitably qualified and/or  
experienced people regardless of their sex, marital status, race,  
religion, colour or disability.

### PRINCIPAL ASSISTANT DIRECTOR OF EDUCATION £24,086 x 4 (£803) - £26,478

This is an important post in the senior management team of this large  
progressive Education Authority. Derbyshire is determined to widen  
opportunities and to combat discrimination at all levels. The post  
offers an excellent opportunity to head a Division that is responsible for  
development of Tertiary Education with co-ordinated 16-18 provision  
Community Education throughout the services in accordance with need for  
the priorities of the County Council.

You will need to possess:  
• A commitment to promoting, developing and securing quality in the  
Education Service.  
• A successful track record of achievement in the sector of Tertiary Education.  
• Skills of communication, team working and an ability to motivate staff.  
• Ideas and vision with an ability to manage and facilitate change.  
• Good knowledge of recent changes affecting the Education Service.  
The post carries an essential car user allowance and the County Council  
operates a scheme of relocation expenses.  
Application forms and further details are available from the Director of  
Education (DOW), County Offices, Matlock, Derbyshire, DE4 3AG (tel. 01629  
880000 extension 6412).  
Closing date - 5 January 1988  
The Council's policy is that all people receive equal treatment regardless of  
their sex, marital status, sexual orientation, race, creed, colour, age or  
national origin or disability.



County Council  
Supports Nuclear Free Zones

### Miscellaneous

#### THE ECONOMICS ASSOCIATION

#### APPOINTMENT OF A DEVELOPMENT OFFICER

The Economics Association  
appoints teachers of Econo-  
mics and Business Education in  
schools and colleges through-  
out the country.

As part of its strategy for  
development a Development  
Officer is to be appointed  
to the Association. The  
Officer will be responsible for  
the recruitment and develop-  
ment of teachers of Econo-  
mics and Business Education  
in schools and colleges through-  
out the country.

The duties will include:  
• promoting the develop-  
ment of the Association's  
work;  
• contributing to the de-  
velopment of the Association's  
national activities;  
• participating in the Asso-  
ciation's membership and  
marketing drive.

The Association's general  
office is located at Haywards  
Hall, Sussex but the Develop-  
ment Officer need not neces-  
sarily work from this location.  
Salary will be according to  
experience but will be in the  
range £14,880 - £17,499.

Further details are available  
from Linda Thomas, University  
of London Institute of  
Education, 20 Bedford Way,  
London WC1R 4EJ, to whom  
applications in writing, en-  
closing a C.V. and the names  
and addresses of two referees,  
should be made by Monday,  
14th Dec, 1987. 660000

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EDUCATION DEPARTMENT

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### JAMES BURKE seeks free- lance London based for in- sary research on books/TV series. CV to Box No. TES 0081, Priory House, 17 John's Lane, EC1M 4BX (47910). 660000

### LIVING LANGUAGE CENTRE Recruiting course directors, teachers, and sports and so- cial orientiers for immediate employment in Folkestone. Please write, enclosing a full curriculum vitae to The Principal, Living Language Centre, Highcliffe House, Clifton Gardens, Folkestone, Kent CT20 2EF. 660000 (47957)

### SUMMER JOBS ABROAD FOR COURTIERS

Experienced people, over 20,  
needed to organise activities  
for children on camping hol-  
idays in Europe, Mid-May to  
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London WC1R 4EJ, to whom  
applications in writing, en-  
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and addresses of two referees,  
should be made by Monday,  
14th Dec, 1987. 660000  
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